

Public Libraries

(MONTHLY)

Vol. 20

April, 1915

No. 4

The School Librarian: Training and Status*

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Those who are most interested in school libraries as one of the most useful and least expensive departments of the school are sometimes inclined to feel that little or no progress is being made in the organization of such libraries. They are few and hard to find, and most of them smaller than good private libraries and not much more used. The public library with its board of trustees devoted to its advancement gets everything, or is thought to get everything, while the school gets nothing but teachers, and the teachers get nothing but their salaries and not much of those.

There is undoubtedly some justification for this feeling. The development of school libraries is slow and will continue to be slow as long as recitation is considered more important than study, as long as teachers of history and literature are satisfied with mere classroom or text book resources, and as long as the more progressive teachers are interested in securing laboratory equipment rather than library equipment. For example, of a total expenditure of nearly one million dollars for laboratory equipment, grade reading, and libraries in the state high schools during the last twenty years only 14 per cent was for libraries, and of the total expenditure for the same purpose during the last year only 11 per cent was for libraries.

And the development of school libraries will undoubtedly continue to be slow as long as there are, on the one hand, no school librarians or other officers especially interested in their development, and as long as there are, on the other hand, library boards and librarians of public libraries interested only in the development of the public library.

But that there has not been substantial progress is not true. The expenditure for libraries in state high schools twenty years ago was only 4/100 of one per cent of the entire educational expenditure of the state; today it is 15/1000 of one per cent. And there is promise not only of further increase but of wiser use of the allotment already available. This promise for the future lies partly in the fact that improved methods of study and teaching are making rapid headway and partly in the fact that the high school is becoming the people's college.—Its library is even now often better than the library of many colleges.

And in the development of the school as a social center it is having an increasingly important part. The teachers belong only to the pupils ordinarily, and the use of the laboratories must be restricted, but the library may be a community possession. In the development of this new type of library the librarian must play an active part.

Types of libraries

Upon a discussion of the office of librarian, however, it is desirable to distinguish three types of libraries. These are (1) the isolated school library of rural districts, (2) the school and public libraries of urban districts each at-

*Read before Library section, M. E. A., Duluth, February 12, 1915.

tempting to provide books for children but entirely separate, and (3) the school and public libraries centralized, but not consolidated, each rendering a special type of service.

The best example of the first type of library is to be found in the school libraries established in New York state as a result of the law of 1838. This law provided an appropriation of \$55,000 a year for the purchase of libraries for such school districts as were able to raise by taxation an equal amount for the same purpose. The expenditure of the allotment in each district was entrusted to local trustees, many of whom, it was said, could not even read. The rules prescribed by the state superintendent of schools provided that the teacher should be librarian, but in case the teacher was not a resident of the district or a voter, the trustees were to appoint a sub-librarian. When there was no one else to serve, especially during school vacations, the district clerk was to act as librarian.

With teachers untrained and only partially responsible this type of library was doomed to fail. Its decline is well described in the report of the superintendent of public instruction for 1862. In the 24 years up to that time the sum of \$1,265,000 had been expended upon the school libraries of the state, "But when I look for the return from this princely investment," said the superintendent, "I find it mainly represented by a motley collection of books, ranging in character from 'Headley's sacred mountains' to the 'Pirate's own book,' numbering in the aggregate a million and a half of volumes, scattered among the various families of districts, constituting a part of the family library, or serving as toys for the children in the nursery; torn, worn, soiled, and dilapidated, saturated with grease, offering a temptation to ravenous rats; crowded into cupboards, thrown into cellars, stowed away in lofts, exposed to the action of water, of the sun, and of fire; or more frequently locked away into darkness unrelieved, a silence unbroken."

As the first type of school library service is well represented by earlier rural conditions in New York state, so the second type is well illustrated by present-day conditions in New York City. It is less than a score of years ago that this great city began the establishment of a modern public library system. It has so far been able only to establish a central library and branch libraries side by side with the schools but entirely separate from them. It has not been able to make them a part of the educational organization of the city. On the one hand, therefore, there is the Public library with its 88 branches and 950,000 volumes for circulation, and on the other hand, there is the Board of Education with libraries for reference and circulation in 260 schools containing nearly two million volumes. In a report prepared in 1912 by Dr F. C. Howe on the economic utilization of public school plants under the direction of a committee consisting of the present mayor and comptroller and a borough president some reference was made to this remarkable state of affairs. After stating that the erection of thirty-two branch libraries in the last five years had entailed an expenditure of \$2,595,890 for buildings and equipment, and \$1,422,201, for sites, the report makes this comment: "A large part of this cost could have been saved had the schools and the branch libraries been housed under the same roof. In addition, the branch libraries are not united with the schools, as they could and should be, for the libraries ought to be a closely integrated agency of education."

Nothing, however, has been done to better conditions, nor, indeed, have similar conditions in other cities received the consideration which they should receive.

In some cities, in fact, conditions are worse. The public libraries have supplanted the school libraries, and teachers are dependent upon the public library and their own exertions for material needed for class use, while pupils

go to the public library for fiction but for little more.

It is obvious that neither of these types of school library service, the isolated school library of rural districts or separate systems of schools and libraries in urban districts, is permanent. Indeed, the third type of school library service, that in which the school and public libraries are centralized, is already taking the place of the earlier forms of library service in both country and town.

The librarian

The person or persons in charge of this new type of library service in rural and urban schools and in school departments of public libraries must be either teachers with library training or librarians with pedagogical training. Mere clerks won't do. They can't understand the needs of teachers and pupils. They can't teach pupils how to use the library and to use the tools of research. They don't know how to make the most of the resources of either the library entrusted to them or of other libraries. Mere teachers will not do either, because on the one hand they either underestimate the value of the library altogether, or underestimate its value to others than themselves, or, on the other hand, they neglect their duties as teachers in unnecessary library work. Only persons with library training, therefore, should be placed in charge of these libraries.

In less populous districts the teachers will have charge of the school library and of the library service of the neighborhood. The High school board rules provide that a teacher in charge of a library shall not be required to teach more than five periods per day, if a high school teacher, or more than five hours per day, if a grade teacher, and that she shall have the endorsement of the Department of Education. These rules indicate minimum requirements; but they seem to be drawn more in the interest of the teacher than of the school. I believe that we should not be satisfied until all per-

sons in charge of libraries, whether teachers or others, are required to have the equivalent of a six weeks' course in library economy.

In more populous districts, and especially in districts where schools have been consolidated, it will be possible to employ a librarian. The High school rules provide that the school librarian shall have the same educational qualifications as a teacher and shall have at least a six weeks' course in library economy.

In this place it is desirable to ask what are the educational qualifications of a teacher. The question is answered in a general manner in the last report of the inspector of state high schools. This shows that 75 per cent of the instructors in high schools are college graduates, and that 85 per cent of the grade teachers in high school districts have professional preparation equal or superior to that offered by state normal schools.

These figures are substantiated by the report of the committee on salaries of the Minnesota educational association, made in 1906, (Report of State superintendent of public instruction for 1905-6, p. 527-68). This showed that the average number of years spent in high school and more advanced study by men engaged in high school work in the state was seven, by women eight.

It is evident then that if the state requirements are to be met, and there is no doubt that they must be and should be met, the majority of our school librarians must be college graduates. And in the more progressive schools, particularly in the older states, this has been recognized. For example, of the 16 who passed the examination for the position of high school librarian in New York City in December, 1913, almost all were not only college graduates, but also graduates of library schools, and in the Barringer high school, Newark, and in the High school, Somerville, Mass., it is required that the librarian shall be not only a

college graduate, but also a graduate of an approved library school.

It may be said that such standards are desirable in urban schools, but not in rural schools. I myself believe that they are desirable in both, and even more important in rural communities because there the school library must frequently be the only library in the community.

It is not my purpose to discuss at this time the question of salaries and pensions. I must, however, stop to observe that it is not sufficient to secure a trained librarian for the school library; it is necessary also to keep him. The thing that militates most against efficiency in libraries is the length of runs of office of untrained librarians on the one hand, and the shortness of terms of office of those who have received proper training on the other hand. A trained librarian is a member of the profession at large. He lacks the parochial virtues. It is necessary to pay him a fair salary to begin with and a larger salary as the library service develops. For example, a certain town with 7,000 population, a school of 300 pupils, and a library of 8,000 volumes, has a library budget of \$960.00. Of this, \$675.00 is devoted to the salary of the librarian, the remainder to books and incidentals.

The certainty that increased efficiency in the school library will involve increased expenditures for it if not increased expenditures for the school raises a question whether such expenditures might not be encouraged in this state as in New York state by a law passed by the last legislature. This law makes it possible for the state to grant \$100.00 toward the salary of a high school librarian in any case where the librarian possesses the qualifications prescribed by the Commissioner of Education. Such a measure has the double value of making a higher grade of service possible and guaranteeing by state certification that a higher grade of service will be rendered.

I have urged that provision be made for trained librarians in schools pri-

marily in the interest of the schools. But it is even more important from the larger point of view of the public library and the community.

If we are to have good public libraries we must have well organized libraries in schools. Public libraries will not fully justify their existence until they are more used and better used; until more people are able to use them and use them to better purpose. The introduction to the resources of the public library must come through the schools. This may be in part by lectures, and in part by visits to the public library accompanied by teacher and librarian, but it must come chiefly by use of a library arranged and cataloged in the same manner as the central library.

Students in school and college and men and women who use the public libraries waste a large part of their time in wandering from library to library, and from department to department, and fumbling catalogs and books, simply because they have not had the opportunity in the school to learn how to use books and libraries.

And a large number of libraries are given up to mediocrity and the futile answering of foolish questions, simply because pupils have not acquired higher standards of library service and have not attained some measure of independence in the use of books.

In short, nothing, it seems to me, would do more to raise educational standards in the teaching staff, nothing would do more to correct slovenly habits of reading than the appointment of trained and competent school librarians.

And nothing, it seems to me, would do more to bring about the wider and better use of public and college libraries.

To summarize, then, if we are to have useful libraries we must have better schools, particularly better school libraries.

And if we are to have better school libraries we must have more capable and better trained librarians.

Elementary Library Instruction in the High School*

Edith L. Cook, librarian of East Technical high school, Cleveland, Ohio

This is one phase of work in which the librarian is not hampered by lack of equipment. Heretofore, its development has been left largely to the more highly organized high schools but it is my purpose to show that librarians in even small towns may attempt to develop this branch of library work though they may be giving only part time to the high school.

It has been said that "the school represents the compulsory side of education; the library should represent its voluntary and attractive side." If this be true, what an opportunity is at hand for librarians to introduce into modern education the element of interest and pleasure which is bound to broaden the intellect and stimulate the mind of the boy and girl even after school days are at an end!

With or without the preliminary advantage of the grade school library there are certain advantages which a library offers that a pupil can not appreciate nor understand until he reaches high school age. This is one reason why the field of library instruction is so peculiarly open to the librarian of the high school.

I wish to outline briefly certain things which are essential to the development of this work and its ultimate success.

In the first place, the coöperation of the teachers is necessary, especially of those who are in charge of the English work. This is a vital factor in gaining the interest of the pupil, for the pupil is bound to be influenced by the atti-

tude of the teacher with whom he comes in daily contact in the recitation room.

In the second place, it is useless to attempt to win the confidence of the teacher until you can show some plan of work from which you expect definite results. Courses of study nowadays are so overcrowded with subjects that teachers are loath to introduce any not considered of vital importance. The librarian may consider herself peculiarly fortunate if she is able to establish library instruction on a basis of equal credit with other required work; this is difficult to secure in even our large, progressive high schools.

At the present time there are not many high schools in which the librarian has succeeded in establishing a course of library instruction beyond the first year and the difficulty in getting even a first year course in operation has led me to confine my remarks to what may be attempted in the first year only; the probability is that, at best, the librarian will have only a certain number of class periods allotted her.

The course given in Cleveland high schools is based upon the outline of instruction given in the book entitled "Practical use of books and libraries" by Mr G. O. Ward, formerly Supervisor of high school branches of the Cleveland public library. Enough copies of this manual are available so that each student may use a copy for a text-book during the short course.

The outline is modified in each school to meet local needs and conditions; several schools have a limited number of first-year pupils and the librarian is able to secure more class periods for her work while in the larger schools the great number of entering pupils limits the time given to each section of the beginning class.

At the present time the number of first-year pupils at East Technical high school has reached 520 and the course will be given in approximately three lessons; one, at least, by the English teacher of each section and

*Paper read at the annual meeting of the O.L.A., Dayton, Ohio, October 7, 1914.

Later note:—It is encouraging to add that all of the East Technical high school teachers who have assisted in giving the library instruction course during the Fall term have asked that a full week's time be allowed hereafter, considering the library work of too much importance to be given in a shorter period of time.

two by the librarian. To give even this brief course of library instruction to a class of this size, a total of three 45-minute periods for three days a week during the two months of the semester is required.

The plan as heretofore followed and as outlined for the teachers in charge of the work is, in brief, as follows:

The pupils having been previously assigned chapters one and two of the manual entitled, respectively, "The structure and care of a book" and "The printed parts of a book," the teacher begins by illustrating with concrete examples how a book is made and how and why it should be cared for. She next proceeds to examine the interior make-up of the book, discussing with the pupils the title-page, copyright date, table of contents, body of the book and index, pointing out other features which are important. The new edition of the manual will allow much valuable drill in common abbreviations, if time permits. The most important point to which the discussion of the first period should lead is the value of a good index and in what respect it differs from the ordinary table of contents; experience has shown over and over again that this can not be emphasized too strongly.

The chapter entitled "Reference books" having been already assigned, the second lesson proceeds in the class room with the librarian in charge. The discussion is opened by considering the value of reading and why one should read broadly. Emphasis is also placed upon the need of keeping up with the times by reading current literature. This introductory feature has proven valuable for clinching the attention and interest of the pupils who are, for the first time, coming into close touch with the library through the librarian. The use of reference books is the subject gradually worked up to and attention is called to certain requirements necessary to a good reference book. The rest of the period is spent in discussing some of the standard reference books

beginning with the dictionary and encyclopedia. We believe with Dr Canfield that "the difference between one who is trained to use the library and one who is not, is that the one who is trained can get more information from a copy of Webster's Unabridged Dictionary than the other can get from a library of a thousand volumes."

The last lesson is given in the library and is based on the chapter dealing with the card catalog and the numbering and arranging of books in public libraries; thereby bringing the pupils into close touch with the working tools of a library. First comes the card catalog, then the shelf-list and the librarian explains fully the mysterious call-number, why it is necessary and what it means. This leads to a consideration of the way in which books are shelved at East Technical; fortunately, there are no book stacks; all are wall cases and each case is plainly lettered. For a drill, a card is handed to each pupil upon which a call-number is written in the upper left-hand corner; seven minutes is usually allowed a class of twenty-five to locate the book indicated, add to the card the author and title, replace the book on the shelf and be seated again. After the pupils have taken their seats, each in turn reads from his card the call-number, author and title. When time permits, pupils are drilled in telling where they would look for certain kinds of books, individual pupils suggesting what might be called for. Just before the close of the period the librarian distributes application cards for membership in the high school branch and folders entitled "A timely suggestion from the Cleveland public library" also application cards for any other local branch of the public library, provided the pupil has none already.

At some time during the second or third lesson, mimeographed copies of dictionary and encyclopedia questions are distributed to each section, each pupil receiving a sheet of both kinds of

be looked up outside of class. These questions are furnished by the Public library and come in sets of thirty different sheets, one set based upon the dictionary and the other upon the encyclopedia. Within a week these sets are collected by the teacher and returned to the librarian for correction and grading; then they are given back to the teacher for entry of grades in the class-room credit-book and redistribution of the papers to the pupils.

This, in brief, completes the elementary work given at the present time. The more advanced course on magazines and debating is given by the head of the English department to the third year pupils and is not attempted before that time.

The results of this elementary course have fully justified the time and expense involved. It is actually the case that pupils are not bored, as might be expected, by the introduction of this somewhat technical subject into their English course; instead, they show an active interest throughout. To cite a particular instance, from personal experience; one day this past summer the last two lessons were given in two consecutive periods of forty-five minutes each with a five-minute rest between, as is customary in summer. When the bell rang for the rest period the librarian had finished her discussion and turned toward the desk, expecting the pupils to leave the room as usual. Instead, some started for the catalog and began to pull out the drawers full of cards and locate favorite books; others started for the book-cases and made a tour of the room, looking at a book here and there, gazing at pictures above the cases and in several instances, running over to the desk to inquire if a certain book might be taken home that afternoon.

The discussion of certain books enjoyed by boys and girls alike which was briefly touched upon in the second lesson had about the same effect on some of the pupils that the story-hour has on little children; after class there

was a lively demand for the books mentioned and in many cases this proved a starting point for the boy and girl who had never read even Robinson Crusoe, Alice in Wonderland or the Alcott books.

Perhaps the most obvious result of the library instruction has been in helping pupils to help themselves. We find that pupils are much more apt to use books if they can find them themselves and there is a sort of pride in being able to locate a book in the proper way. This not only inspires confidence in the mind of the boy or girl but helps to develop initiative and creates the ability to discriminate.

Many times has it been proven conclusively that the library holds in store the elements which make the most vital appeal to the pupil. As Mr William McAndrew said at the N. E. A. in 1910, "The emotions are the parts of us that belong to the arts; beauty, pathos, humor, vexation, interest. But the English teacher is required to fix principles, to ground rules, to drill, to analyze and to do other things that are intellectual, not emotional. . . . Our organized education has made us afraid to let go of the systematic, exact, dictatorial style. Our pedagogical phrase is 'What's the answer?' The mark of high school teaching is uniformity; the mark of genius is difference. The slogan of high school teaching is drill, repetition. The essential of literary enjoyment is surprise, novelty, movement."

Men who have blazed new paths for civilization have always been precedent breakers. It is ever the man who believes in his own idea; who can think and act without a crowd to back him; who is not afraid to stand alone; who is bold, original, resourceful; who has the courage to go where others have never been, to do what others have never done, that accomplishes things, that leaves his mark on his times.

The Next Book *

Mary O'Connor, children's librarian, Price Hill branch library, Cincinnati, Ohio

"There are related landmarks in literature," says Mary E. Burt, "which may serve as links or foundation stones in the child's knowledge even in the lowest primary grades." In making a study of "Sequence in children's reading" it is but natural to commence with the formative age and to trace the reading bent of the youth from the tenderest years.

From mere infancy the average child responds to rhythm, at first to lullabies, then to Mother Goose rhymes. These supply, for the time being, his natural mental food. It is at this stage when the librarian's first acquaintance is made with the major part of our youthful readers. This is the opportune time to fit the right book to the right child at the so-called "psychological moment." Because of the child's innate love for rhyme, Stevenson's "Child's garden of verses" makes a good beginning. A more realistic yet delicate picture cannot be found than

"I have a little shadow that goes in and out with me,

And what can be the use of him is more than I can see."

Childhood's laureate appeals to the pristine sense of all that is fair, and good, and beautiful, in young and old alike.

The way has opened now for more poetry and "The posy ring" of Wiggin and Smith serves as a good means to this end. Later the poetry of Eugene Field asserts itself in the child's favor.

Young children, more especially little girls, have a manifest love for small animals. At this stage of the child's development "Bunnie stories" by Jewett supplies a decided need. The glimpses of the life and adventures of the four young rabbit children are well put, and strike a sympathetic note in the child's mind.

By this time the ideal conditions to develop a simple sequence in the child's

* Read before O. L. A. October, 1914.

reading have been prepared. In the average child, the reading habit has been firmly established, and the taste is of the healthy type. Upon the completion of "Bunnie stories" the wish for another such story may be expressed, and just here is the "budding moment." This is the librarian's opportunity unconsciously to the little reader to raise the standard, to give something more lengthy, more difficult, which retains the animal element. At once, "Alice's adventures in wonderland" establishes its merit for this purpose. With real sense of childhood's fancy the little reader follows Alice and the Rabbit down the latter's hole until they reach the child's own domain of Wonderland. Here they taste from the magic bottles—sometimes grow short, then long, and what not. They meet queer animal friends, the King and Queen of Hearts, that horrid old Duchess, the Magic Hatter, Sleepy Dormouse and the March Hare, with all of whom there are experiences a-plenty.

It is small wonder that, after this, the little girl yearns for a second such tale. Lear's "Book of nonsense" presents itself worthy, yet Carryl's "Admiral's caravan" seems a closer type for selection. True enough, this has not the same animated sprightly humor, nor does it savor of the literary quality of Dodgson's tale, yet it likewise transports the fancy into wonderland. Again the child reader enters the land of childhood—this time with Dorothy. Here they meet the Statue of the Old Admiral from Dorothy's own uncle's Inn, and also all sorts of wooden creatures, even the animals from Noah's Ark, all of whom are made real and live again within the pages of the book.

"The green door," by Mary E. Wilkins, suggests itself at the next stage in the girl's development. What a change of worlds does this story present to the view? Through "The green door" unhappy, disobedient little Letitia enters into the Past—to Colonial times with its severity, its hardships

and adventures. Here she finds advanced knowledge is not of so much value in the past, as past knowledge in the future. Once upon a time "she could crochet, but now there are no crochet needles." Once she had all the States in the Union by heart, but now, "in these early days," there are no States of the Union. It seemed doubtful if "there was even a multiplication table, as there was so little to multiply." The heroine very forcibly brings out the truth of her aunt's words, "Some laws were made to be broken for the good of the breakers." She returns to her own—The Present—to be more content with her lot. The little touches of historic background which this book gives makes an "Open Sesame" to history and biography. To incite the interest in these more weighty subjects is now, under these favorable conditions, only a simple task.

Very different is the taste of the young lad early brought to the library doors. True enough, he has had his lullabies, and his jingles, but the instincts of the young savage are paramount in him, and are best satisfied at this period by possibly Holbrook's "Hiawatha primer." Here he has the adventure element, for in simple terms he learns the story of Hiawatha so poetically told by Longfellow—the teacher and the benefactor of his people.

Undoubtedly a legitimate desire for more tales of Indian life now follows. "Myths of the red children" by Wilson supplies this need. The quaintness and beauty of the red men's thought as brought out in this book gives the boy a keener insight into some of Hiawatha's myths.

From the fourth to the fifth grade the boy craves action and adventure. This, however, must be curbed at times, in order that he may only meet the noblest and the best. No better companionship can be recommended than that perfect type of mediaeval setting—"Gabriel and the hour book"

by Stein. Little Gabriel is the color mixer to the Brother Artist of the Great Abbey, where the King's treasure gift, a book, is being illuminated. Interwoven with the story is the early history of a book—which lends a unique interest to the volume. All told, it is a pretty tale, in which the noble, kindly boy brings peace and contentment to the unhappy artist and also to his own loved ones.

As a combination of active and noble sentiment Lagerlöf's "Wonderful adventures of Nils" is a worthy supplement to Gabriel. Nils Holgersson falls asleep over his Bible text, becomes an elf and sails away on a wild goose's back. He has strange encounters with the animals and birds of Lapland. The fanciful tale possesses unusual interest and has a world wide recognition not alone for its merit but because its author won the Nobel prize in literature in 1909.

An ever widening horizon of the world of books now comes to the boy's vision as he advances in years. Here the "Story of a bad boy" by T. B. Aldrich may be used most effectively. In the main, the book is an autobiography. The bad boy is a New Orleans lad, who comes to a Puritanical New England sea port. While comic as a whole, there are bits of boyish pathos, homesickness and love sickness throughout. For the average American boy the hero's words ring true, "It pays far better to be good in the end."

On the completion of this life story of a grown up boy the way opens to the development of a taste for biographical reading. There are many heroes of history which will serve as a basis on which to begin. The responsibility of guiding aright the child's reading during the formative period cannot be over estimated. Whether the child gains a miscellaneous mixture of fact and fancy, or a systematized correlation of literature as a whole, rests largely upon the librarian.

Sequences in Children's Reading*

Caroline Burnite, Director children's work,
Public library, Cleveland

The problem of the right reading of young children is solved, in the main. Since they seek the experience of the race, their chief literature is that which embodies the dreams and aspirations of mankind in the remote past, and we aim to implant in the child's imagination the grain garnered by the folklorists from many lands. We no longer seek to justify the reading of the myth, folk and fairy tale, or on the other hand consider every fairy tale of value to children. We weigh these tales chiefly in relation to their human values selecting those which have truth and beauty. We take great pains to present the varying interpretations of life found in such literature, and therefore we give the children tales which are epic, romantic, fanciful, grotesque and humorous. We go still further and study versions of a given fairy tale in order to select the one which makes the clearest and deepest emotional appeal; and we use also variants of great stories and parallels to them wherever they retain their finer qualities, realizing that it is mainly by the re-enacting of events and the re-unfolding of situations that children come to understand that certain qualities are the bases of right conduct. Furthermore, we know that children should have not only the varied types of folk tales, the best versions of these tales, and variants of and parallels to them, but also that they should come from many sources, from the Greek, the Norse, the German, the Celtic, the Japanese and from certain other races, in their primitive stage of development, in order that each may contribute its own peculiar gift of thought and color and feeling.

It is a wonderful program we have before us, a program which recognizes the careful study not only of the folktale, but the study and development of a body of literature which should accompany the reading of folktales, for a young child of today should have also the story

which exemplifies the normal and ideal in the life of today. We see in short that basic principles have been evolved for the presentation of literature to young children, for it is by method not by accident that literature can perform its finest and fullest service.

There is no definite program, unfortunately, for the guidance of the reading of the older children. Our knowledge of the interests of older children is comparatively less than our knowledge of the interests of the younger children for their native tastes are more diverse and more peculiar to the individual. Three boys of nine each want much the same story; three boys of twelve each want different stories. One may want a story of Western life; he is seeking the heroic expressed in picturesque and romantic terms and his association with boys has led him to believe that he can find it in such literature. The second boy may want a story about a poor boy who became successful or rich; he is seeking the romantic or possibly the actual as it relates to the working out of a career. The third boy may want a book telling how to make a monoplane; he is probably manifesting the influence of a picture show or the flight of some airman upon his dreams of accomplishment. All three are expressing tastes which are native to them, but strongly influenced by their environment, and all three are impelled by inner forces the ultimate development of which depends largely upon the librarian's skill in meeting their manifest desires in a way which will arouse deeper and more vital reading interests.

Works on modern educational thought and principle, such as Adler's Moral instruction of children, have defined for us the true bases for understanding the right reading of the younger children. Such works are not an adequate aid in determining the methods of presentation of books to older children. For although there is considerable material on literature for older children, this treats, in the main, of books which appeal to children of a developed literary taste, and is written in a vein of appreciation rather

* Given in part before the O. L. A., Dayton, October, 1914.

than in a manner which makes us understand what there is in certain books which children want and why they seek that particular experience. Lacking guidance in the direction of the reading of older children our perspective has not been clear, or on the whole, true. We have been prone to consider that since the same reading interests of the young children are evidenced generation after generation, the reading interests of the older children are repeated to the same extent, from generation to generation. Thus we have often assumed that books read by children of the 80's or 70's are of undoubted interest to children of today. We have not apprehended that each book has at least fifty more competitors than it had thirty years ago, and that the one which is read by the child is the one which makes the most direct appeal. Neither have we apprehended that the marked changes in community and home life have involved as radical changes in child life, for life is ever fresh and new—ever dependent, upon the soil in which it is implanted.

Also, we have relied too frequently upon autobiography and biography where personal experience of reading interests in childhood has been frankly set forth. And there, finding that the books loved in the early childhood of the writer are still loved by the children of today, we have assumed that the particular books read in later childhood would make the same appeal to the older child of today. For instance, we have accepted as a part of the child's reading program a number of stories written in the didactic period of children's literature and the period immediately following. This does not imply that these books would not benefit children should they read them or that they are not at this time read by any children. It does imply, however, that merely because they have been read by the children of the past does not constitute a sufficient reason for our placing them in the reading program of a child of today.

These two influences, the reading of children in the immediate past and in the more remote past, have been very largely

responsible for books being placed before children which numbers of them do not read. Abbott and Knox are among the notable examples, and of standard fiction for adults and poetic classics there are many instances. It is therefore a fundamental principle that we can not arrive at a true basis for the guidance of the reading of the older children until we are no longer bound down by tradition. For while we are so bound down, our ideas of what children should and do read will be greatly at variance with what they actually are reading.

Since we can draw little assistance from books dealing with children's reading, and since the books read by the children of other generations can not be accepted wholly upon such evidence, because the reading of such children was quite as much a matter of time and place and temperament as is the reading of children of today, there is an obvious conclusion to be drawn. This is, that only by observing the manifested interests of the children of today, can we determine values. Moreover, we can readily see that the problems of a children's room are a cumulation of children's interests, insistently expressed. Therefore, the children's room itself must furnish the chief means for developing final principles of book service to children and thus solve largely its own problems.

Let us first recall certain problems which are manifest in a community children's room; or rather that greatest of all problems, that of the children who read weak and mediocre books in as large numbers as the library will supply, the problem of the boy or girl who reads too much, who reads in the main one type of book and when he or she has exhausted the supply turns to another type just as lacking in value. The girl who reads all the boarding school stories and then later the weakest love stories, and the boy who reads the Western tale of pseudo-heroism and then later the flashy detective story are both phases of this one problem, that of meeting their interests and at the same time directing them to some better end. Men of iron

is not acceptable to a boy who demands tales of pseudo-heroism, but although Pyle's fine story makes no direct appeal to such children, it belongs none the less to them.

On the whole the children's room arrives at two general results in directing children's reading. First, it enables many children who would read little or nothing to read and read freely; and second, by the standard it sets, it brings about that numbers of boys and girls read better books than if they depended upon other available sources of supply. But I am not by any means certain that it accomplishes the last of these two ends to the degree that it should. The children's room could conceivably bring about a better grade of reading on the part of many boys and girls. In other words, it could exert an influence on their development. This can only be accomplished by fitting the poor books the children read into some scheme which makes them serve the purpose of arousing in children a taste for good literature.

The method by which such a practical program can be developed, one which has been in general use for some time but which has not been as wide in its application as it should be, is this: *To select from those books within the circle of interests of a group of children, the ones which may lead to the reading of better books and then to relate them definitely to the better books as we recommend them to children.* For there are numbers of books which in themselves do not contribute to the development of a child but which may be introductory to books which do. For instance, it has been observed in several children's rooms that while Tomlinson's series do not lead to the reading of better stories of their class certain of the Altsheler stories stimulate an interest in Cooper. Now, either of the first two authors will be read by boys with enthusiasm. "Tomlinson leads only to more Tomlinson," as a children's librarian said, and this is the final test of his books. This also and for many reasons will be the experience of the children's librarian with regard to the Altsheler books if she approves them

for purchase in the numbers which are now being produced. But a children's room having only the best of his Indian stories will find that they lead to the reading of books of finer qualities, and this is their final test. Certain books, then, are within the radius of interests of large numbers of boys and they have some relation to other books which have deeper imaginative qualities. This example and others which might be given, enables us to determine the characteristics of one type of book which may serve to contribute to a child's development; namely: *a book which leads to another book similar in situation but better in imaginative quality, or in its delineation of some phase of life.*

Moreover there are other types of books which lead to the reading of better books. A boarding school story called *Pixie O'Shaughnessey*, which characterizes fairly well a young Irish girl, impulsive and heedless but true-hearted, can be followed by Shaw's *Castle Blair*, which John Ruskin warmly praised, a story of five Irish children whose scrapes are the natural outcome of their impulsive natures. If *Pixie O'Shaughnessey* meets a demand for a boarding school story, but centers the interest of the reader in the personality of the chief character rather than in the commonplace plot (the plot of this tale is quite as commonplace as others of its kind), and focuses this interest to such an extent that it forms the basis for reading books of a finer type, its value to its readers is far greater than one would judge it to be from the standpoint of its literary qualities. A slight story called *American Patty* has little atmosphere of early American life, but has been known to furnish a basis for the reading of a fine historical romance, *Catherwood's Romance of Dollard*. A book called *Lucky sixpence*, has little or no value as a story of the days of the American Revolution, but after reading it some girls will read Bennett's *Barnaby Lee*, although before, they would not have taken it. These examples enable us to make a generalization about another type of book which serves to contribute to a

child's reading of good books; namely: *a book which leads to another somewhat different in situation and presenting a different aspect of life.* Judged upon their general qualities none of the three seemingly unimportant books I have mentioned would be associated with the three other obviously fine books with which I have connected them. It remains for the practical worker to discover this through reading and association with children.

There is still another type of book which prompts the reading of books which have power. That is, the book which itself has power. Now this book, while it leads to the reading of other fine books, does not, as we know, lead to the reading of any good book selected at random, there must be usually a similarity of plot, of situation, or of general characteristics. Children who read French's *Lance of Kanana* will often read *Men of iron* for they both have some of the greatest elements of heroism which belong to youth. Royde-Smith's *Una* and the *Red Cross Knight*, a splendid version of the *Faerie Queene* may arouse a girl's love for the allegorical and fanciful and probably she will then read *Sintram*. The best time to offer a boy *Stevenson's Black Arrow* is after he has read *Pyle's Robin Hood*. Unlike in situation and in plot, they have general characteristics which are similar, these are physical hardihood, picturesque daring, and quick turn of events. With this type however, we are less often limited to one or two books which it is practicable to recommend after a given book has been read.

To my mind, then the main avenue by which we can bring numbers of older children into a taste for good literature, is by relating books to each other. Although it is a method which has been in use to a certain extent, it has not been regarded as a fundamental basis of book evaluation. It should be recognized as a definite principle moreover, that books which cannot qualify as belonging to one of these types specified or show in some other way possibilities for influencing children to read good books, should not remain permanently in a children's room.

This means the final evaluation of a book should not be made when it is admitted to a collection. At that time, it is judged by its general literary qualities and its probable possession of that something or other which we call child-like: that is the quality which lures a child to read a book to the very end. The final judgment of a book, however, must be based upon the service it renders in bringing children to good literature.

From this we see that the proportion of the mediocre to the good must always be comparatively low. If any children's room contains a larger proportion of mediocre than of good books in the actual total of copies put before the children, the number of children who ultimately read good books is lessened thereby. A librarian who does not resist the temptation to buy more boarding school stories, more flashy Indian stories, more boys' school stories for fear she cannot otherwise satisfy a large number of children, is defeating the legitimate purpose of these stories, namely as stepping stones to better books. She probably has already too many such books and needs to drop some out of her collection rather than add others.

But to return to the method of relating books which might be termed sequence reading, such a method must be used with discrimination. A sequence which is usable with one boy who has read certain books is not usable with another, because the first reader has not found the same thing in the book that the other boy has found there. It is therefore necessary for the worker to apprehend what is the common quality in the two or three books she is relating. This comes largely by reading, study and observation. There are no short cuts to a knowledge of children and books. One must start from the point of knowing what is the end desired, and knowing something of how it is to be reached. The end in view is certainly that of increasing the number of older children who read good books and the means, I believe to be largely through the method I have attempted to point out.

As a further contribution to the sub-

ject some instances of sequence reading are given. These are from the actual experience of Miss Abbie Ward, Miss Susan Tenney, and Miss Sarah Thomas, who have respectively worked with American, Polish and Jewish children.

Miss Ward:

Sequence for older boys who have been reading *Drysdale*, a good substitute for *Alger*:

- 1 Captains courageous
Use after *Beach* patrol. Introduce as a sea story, and the story of a rich boy who fell overboard from an ocean liner and was picked up by the crew of a fishing yacht.
- 2 Bullen's *Cruise of the Cachelot*
Introduce as a story of another kind of deep sea fishing—the adventures of a whaler.
- 3 Slocum's *Sailing alone around the world*
Another story of a trip around the world. (Difficult reading on the whole, and must be used with discrimination). Good chapters to call boy's attention to, VIII, (an attack by savages), XI, (*Robinson Crusoe's* island).

Sequence for older boys who have been reading working-up stories, and in especial *Trowbridge's Tinkham Brothers' Tidemill*:

- 1 French's *Pelham* and his friend Tim
Introduce as the story of a poor boy.
- 2 French's *Rolf and the viking's bow*
Introduce as the story of a homeless boy and of how he avenged his father's death, also as a story of a feud in days long past and of people who had almost the strength of giants.
- 3 French's *Grettir the Strong*
Introduce as the whole story of Grettir the Outlaw, whom Rolf met.
- 4 Dasent's *Heroes of Iceland*, French ed.
Needs no introduction if boys have read the foregoing.

Sequence for girls of 6th and 7th grades who ask for "a story about a girl":

- 1 Dix's *Merrylips*
Introduce as the adventures of a girl, who in the time of war tries to make her way home, disguised as a boy.
- 2 Bennett's *Master Skylark*
Introduce as another English story: of a boy with a beautiful voice who sang his way to London. (The Elizabethan diction in *Merrylips*, makes *Master Skylark* easier reading).
- 3 Tappan's *In the days of Queen Elizabeth*
Introduce as a book which tells the story of Queen Elizabeth whom Master Skylark saw.
- 4 Marshall's *Island story*
Introduce as telling about England when Queen Elizabeth reigned. Call attention to such chapters as the *Warrior Queen*; The story of *Flora MacDonald*.

Miss Tenney:

Sequence for older boys:

- 1 Altsheler's *Young trailers* series
- 2 Johnson's *Famous scouts*
(These two need no introduction).
- 3 Grinnell's *Trails of the pathfinders*
Call attention to accounts of scouts which are also in *Famous scouts*.
- 4 Landon's *Adventures in Tibet*
Introduce as a story of captivity and escape. Call attention to the frontispiece.

Sequence for older boys, who have read such a book as *Landon's Adventures in Tibet*:

- 1 Sienkiewicz's *In desert and wilderness*
Introduce as the adventures of two children who escaped from captivity in Africa, and made their way through the wilderness attended by two natives.
- 2 Mason's *Four feathers*
Introduce as a story of adventure in Northern Africa and tell the incident of Feversham's getting the four feathers.

Sequence which leads from college stories to those of home life:

- 1 Hurd & Wilson's When she came home from college
- 2 Dix's Betty-Bide-At-Home
- 3 Dix's Mother's son
(These need no introduction).

Sequence for girls (Biography):

- 1 Journal of the Countess Krasinska
Introduce as the love story of a Polish Countess which she tells herself.
- 2 Richards' Village life in America
Introduce as another story of a young girl told by herself.
- 3 Pickett's Heart of a soldier
Introduce as the love letters of a general in the Civil war.

Miss Thomas:

Sequence for younger children (5th and 6th grades):

- 1 Otis' Toby Tyler
- 2 Bostock's Training of wild animals
Introduce as telling how animals are trained for the circus.
- 3 Marcossion's Autobiography of a clown
Introduce as the story of the training for a circus.

Sequence for younger boys:

- 1 Thompson's American Patty
Introduce as telling of a girl who is pursued by wolves.
- 2 Henderson's Strange stories of 1812
The broken paddle is a good introductory story.
- 3 Howells' Stories of Ohio
Call attention to the Massacre at Gnadenhütten.
- 4 Howe's Historical collections of Ohio
Call attention to story of Brady's leap, and say that the author collected the stories from the pioneers themselves.

How often the best of us are mistaken as to what is Truth, as to what is Right, as to what is Duty. Too often they are what we would have them to be. Too often that which we want to do becomes that which we ought to do.—Henry Watterson.

How to Interest Mothers in Children's Reading*

May G. Quigley, children's librarian, Public library, Grand Rapids, Mich.

You ask me how to interest mothers in children's reading. I began by being invited to the different mothers' meetings held in the schools; public, parochial and private, the churches and women's clubs. At each institution, the mothers, coming from widely different circles are always attentive listeners, and many frequently remain to have a word in private, as to whether I consider fairy tales good for their children and to get my personal opinion about detective stories, or some other subject important to them.

I always take with me our *Monthly Bulletin*, in which are printed the new books for children. This list is talked over with the mothers and books for children of different ages specified. If there is time, I frequently tell the story the book tells or an interesting incident which occurs in some one of the chapters. After such an introduction there is apt to be a "run" on the Children's department the next few days. Boys and girls come in numbers to ask for the book "You told mother about yesterday."

These talks at the different schools, clubs and churches are the means of bringing the mothers to the library. They are interested now in wishing to see the place where the "fine English books are kept," as one little foreign mother always says. I find that the foreign-born mothers are intensely alive to the fact that their children must get the English language if they are ever to succeed, and they too, these foreign mothers, ask intelligent questions as to the books on history and civics for their boys and girls.

Birthdays and holidays are also strong factors, by means of which the library can interest the mothers. We have not as yet printed a list of books suitable for birthdays, but we did print a Christmas

* Read at the joint meeting of the Michigan and Wisconsin library associations, July 29-31, 1914.

list in our November *Bulletin* of last year, and like Mary's little lamb, this book was with me wherever I went during the Christmas season. It was an exceedingly valuable list, because prices were given. There were books suitable for every taste and every purse.

I talked the list over with 250 mothers, whom I met at the various schools. A large number came to the library to see the books before buying. Then too, ways and means are always suggested by which they can obtain additional information, namely the telephone, post card, and by appointment with me at the book store, if they desire it, to say nothing of the many times advice is given outside of library hours.

On three different occasions we have had exhibits of books at the schools. This perhaps is the ideal way to interest mothers. I remember at one school the disappointment manifested when it was announced that orders were not taken for the books, but that the same could be obtained at the book store.

Our annual Conference on children's reading, which is held on the first Saturday in May, brings together still another group. The mothers are represented on the program and they take part in the discussion. The subject at these conferences is always some phase of children's reading. The discussions are interesting and educational, not only for the mothers, but for the library as well.

If you are able to speak one or two languages besides English, the way is open for you to the foreign mothers' clubs. I have frequently been a guest at the Italian mothers' club, where in a small way I have been able to tell them about the library and the books—English and Italian.

Not often do these mothers come to the library, but they are sure to send their children, and through these useful little citizens I hope some day to see the mothers frequent visitors at the library.

I would not have you think that these mothers are not interested because they are not able to come to the library. It is strange and they are often too busy. When I go to the store or they meet me

on the street they will ask about the books and express their appreciation of what we are doing for their children.

Three-fourths of the mothers, regardless of nationality, social position or education, have no definite idea as to the kind of books their children ought to read.

If you would succeed in this movement, be interested, know your books, and be ready to have a human interest in every child's mother, be she rich or poor, American or foreign born. Success will then attend your efforts.

Corrections of Decimal Classification

A note from the editor of the Decimal classification, Miss May Seymour, says that a list of corrections in the classification has been sent to all recorded owners of the classification to date, beginning with Edition 5.

If any do not receive these corrections, it is because their latest address is not on file, or because the office has no record of their ownership. This latter case is true of many who have bought the Decimal classification of the booksellers. A list of the corrections will be sent to those who have not received them, on request.

What's the Name?

Editor, PUBLIC LIBRARIES:

I have just received a reply to the questionnaire recently sent out concerning labor-saving devices, which omits to mention the name of the library which made the reply. It was postmarked at Boston, Mass., 23 February, 1915, in a plain envelope. In the reply a desire is expressed to be kept informed concerning the most satisfactory ink pads and concerning vacuum cleaning systems and various methods for dusting books. Possibly this information may help the librarian who sent the reply to identify it. In this case, I shall be very glad to be informed of the librarian's name in order that I may transmit information which may be of interest on the subject mentioned.

C. SEYMOUR THOMPSON.

Using School Enumeration for Library Extension

In answer to an inquiry as to how his library found out the use of the library by children, which was referred to at the Ohio library meeting last October, Mr Stevenson replied:

When our enumeration was taken this spring, I had a column added to the enumeration blank with the caption "Library." After the enumerator had asked all his other questions, I had him ask whether any children in the family used the library. If any of them did, he placed a check under the word "Library" on the blank.

After these blanks were turned in, I had an alphabetical list made of all the unchecked families. If there was more than one child in the family, I picked out the one whose age was nearest ten, and sent it one of our guarantee cards with a printed invitation on the back to get the card signed and bring it in and start taking books. All that was needed was a cent stamp to carry these cards through the mail.

The response was very gratifying. A great many of the children who received this card had never before got a letter through the mail, and were eager to accept the invitation. Out of our first batch, I should say that the responses ran rather over twenty-five per cent. If one member of a family did not respond, an invitation was sent to another one, and it is my intention, as a final resort, to pay a personal visit to all families who do not in the end accept our invitation.

The enumeration includes all children between the ages of six and twenty-one; and for those between the ages of sixteen and twenty-one it is my purpose to prepare a special letter. Most of these children are not going to school, but are at work somewhere, and the blank tells where. It is therefore possible to call each of these children's attention to the books we have relative to their vocations. I have been too busy to do this, as yet, but I am going to do it just as soon as possible.

The result of all this will be that we

will have eventually among our patrons every family in town in which there are children, or we will know the reason why. I can think of no other way in which this can be done so thoroughly and accurately, and it is my intention to have it continued every year when the enumeration is taken.

BURTON E. STEVENSON,
Librarian.

Public library, Chillicothe, Ohio.

Not Exclusively a Newark Plan

To the Editor, PUBLIC LIBRARIES,

On page 109 of your March issue, a correspondent signing himself "An Ohio Librarian" notes a statement in a recent number of *The Newarker*, to the effect that the Newark public library is the only one within the editor's knowledge in which readers are allowed to return books at any desired agency of the library.

This liberal policy, though unfortunately not universal as it ought to be, is not uncommon; and certainly Newark is not its only exponent. It has been in force here since the establishment of the first delivery stations in 1895. When the first branch was opened in 1906 the policy was naturally extended to branches and is still successfully in force. It is, of course, much more expensive in a large library than in a small one, but it is of correspondingly greater value to the public. In our own case there are about seventy agencies at which books may be returned and discharged, no matter where they may have been taken out and charged.

ARTHUR E. BOSTWICK,
Librarian.

* * * * *

The Chicago public library has had the interchangeable system of returning books to the library for more than 20 years. Library books may be returned through any branch or station regardless of where they were borrowed.

A. B. C.

Public Libraries

MONTHLY - EXCEPT AUGUST AND SEPTEMBER

Library Bureau	- - - - -	Publishers
M. E. AHERN	- - - - -	Editor
Subscription	- - - - -	\$2 a year
Five copies to one library	- - - - -	\$8 a year
Single number	- - - - -	25 cents
Foreign subscriptions	- - - - -	\$2.25 a year

Entered as second-class matter May 17, 1896, at the Post office at Chicago, Ill., under act of March 3, 1897.

By the rules of the banks of Chicago an Exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore, checks on New York or Chicago banks or post-office money orders should be sent.

When a change of address is ordered, both the new and the old address must be given. The notice should be sent two weeks before the change is to take effect.

If a subscriber wishes his copy of the magazine discontinued at the expiration of his subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired.

Copies failing to reach subscribers, through loss in the mails, will be duplicated without charge if request to do so is received within 30 days after publication. Later than that duplicate copies can be supplied only at regular rates.

Children's reading—The bulk of discussion in this number of PUBLIC LIBRARIES relates to systematic training in the matter of children's reading. This is a phase of library work that can well bear all the time and thought that can be gathered for it.

If children do not learn to read intelligently, the whole fabric of education will be untrustworthy. The mere fact of reading is not in itself a good thing. Desultory reading, aimlessly pursued, adds about as much to the mental fiber of the child as the nibbling of sweets which many children constantly indulge in adds to their physical well-being.

If a child "likes to read," he is prime material to be dealt with by the well-educated, careful, understanding librarian in building up for the child a valuable knowledge of books, their use and place in the scheme of things. This same faculty may be dissipated, if it is not destroyed, by wrong treatment, over-use, crowding, unthinking work, by one who,

with the best intentions, does not realize the value of the mental equipment before her or the material suited to it, to the occasion or to the period of development. If the child is not naturally a reader, then the problem becomes even more important and calls for more skill and knowledge on the part of the library worker.

The various contributions on the sequence of children's reading to be found in these pages, are given by writers who have proved their points in actual successful work in children's libraries, and are worthy of being studied by those who essay to do what undoubtedly is the most important part of library service—training young people in the intelligent use of books.

School libraries—The discussion of school librarians, and incidentally, school and public libraries, by Dr Johnston, (p. 151-54), contains a note that is not often heard by the public librarian.

It gives room for pause and serious thought if things are as far from wise relations as Dr Johnston thinks. If "the branch libraries are not united with the school," and if they are not "a closely integrated agency of education," and if the conditions have not received the consideration which they should receive, it is time, full time, in view of the increasing size and cost of the machine, that something was done to set matters right.

And this something is related to both school and public libraries—"Public libraries have supplanted the school libraries and teachers are dependent upon the public libraries . . . for material for class use, while pupils go to the public library for fiction but for little more." This does not spell adjustment nor efficient service, and if not meeting the needs of those concerned, who may or may not be conscious of conditions, there

is every reason for serious criticism of the whole situation.

While agreeing in a measure with Dr Johnston's opinion, one may question if his arraignment is not more severe and more general than the real situation deserves. School libraries have a place just as school laboratories have, but it ought not to be maintained at any disparagement of school work by public libraries. The school library ought to send out its users into the larger institutions with at least the same equipment of knowledge and appreciation of values that a school laboratory furnishes its users of machinery and elements, in sending them into the more extensive equipments.

Dr Maxwell of New York is demanding special training in library technique for both librarians and library assistants who desire to do library work in the schools of that city, and the relation as exemplified by the fine conditions in the Girls' high school of Brooklyn under the direction of Miss Hall, points the way of solution and agreement for many of the vexed problems attending the question. Dr Johnston points towards this in his demand for trained librarians, but surely the work is too important to be attempted with only six weeks' training, if that training was of the finest quality and taken by a first class student.

It is profitable to have these things discussed in the open and to hear all sides, for "in the multitude of counselors, there is wisdom."

A commendable plan—The season of Spring that is fast approaching calls for commendation of such library activity as was recently observed in the Cossitt library at Memphis, where a considerable section of the main floor of the library was set apart for books and prints on

flower gardens. Open shelves were filled with volumes of modern works on all phases of flower culture.

A most surprising interest quickly developed in the flower section, including considerable numbers of members of garden clubs in the vicinity, and several hundred men and women whose available planting area dwindles down to a city backyard or a window box.

Nothing was done for display of like material relating to fruits and vegetables, but these may well be included in such an exhibit, particularly this year, when on account of unfortunate conditions, a greater interest than usual is being created in the vacant lot gardens in large cities.

The means employed by the Cossitt library and similar exhibits are wholly within the province of a public library, as bringing the best books at the least cost to the greatest number who need them and who desire them.

The Atlantic City meeting—A most delightful atmosphere pervaded the three or four days' meeting of librarians in Atlantic City in March. There was an utter absence of the stress and strain one often sees at library gatherings. Nobody seemed to be concerned that anything should be done, or that any place should be reached, and yet evidence was full that many things were done and many places investigated.

The program consisted largely of lectures, interesting, but available without the journey, so that their value as a reason for the gathering did not loom particularly strong. But what was quite worth while and a full recompense for all cost of being at Atlantic City, was the fine spirit of friendliness, professional courtesy and the interesting conferences held at all hours and places

during the entire period the librarians were at Atlantic City.

Again it made one of the old time, sigh for departed joys and pleasures of a similar nature which he was wont to enjoy in earlier days of A. L. A. meetings.

Taken all in all, the Atlantic City meetings are most enjoyable, profitable and desirable occasions, and one may heartily and truly say, "May they long continue!"

At the meeting of the American Library Institute at Atlantic City, a leading member spoke as follows:

Supposing we say that the object of the institute is to encourage the production of literature in the book sciences, to promote research and the higher education of librarians and to assist in the organization of cooperative methods. Take this matter of the higher education of librarians. All our many library schools, admirable as they are and capital as to their educational methods and standards, are nevertheless wholly technological, practical and, in a good sense, elementary in character. As a matter of fact, there is just as big a line of higher education tasks in the book sciences as there is, e. g., history... There is not much teaching of this in the universities and it is not at all coördinated with the book sciences.

There are doubtless many ways in which tests could be brought to bear on practical library administration, especially under our modern efficiency ideas, and we could be quite learned (quite too learned, perhaps) without being in the least antiquarian. But why shouldn't we be as archaeological, too, as any other professions with a knowledge side as well as an activity side?

A clear purpose to encourage research, higher education and the production of literature, together with a clear method of producing compact, useful contributions, seems to me certain of distinguished success, with the cordial coöperation of the most experienced librarians, and I think this word "experienced" might be a key. Experience means knowledge and it gives a cue towards membership of all heads of big libraries and those who have made themselves master of some special branch of library administration or learning and have given tangible record of their specialist value, without regard to how small the library or how subordinate the position.

These are words of truth and wisdom. Large streams need refreshment as well

as small ones, to keep from becoming stale.

A veteran librarian—Interest gathers around the idea of a librarian of 65 years' standing and past 95 years of age, expressing views on library mechanics. Such interest will be found in the views of Mr Edmunds (p. 175), who has decided opinions yet on the very important question of library arrangement and development. Librarians of the present day can look forwards with interest also to what they may feel called upon to express after 65 years of library service.

Library Legislation for Illinois

The measures introduced in the state legislature to restore the public library tax to where it was before 1910, two mills on the dollar, has been reported out favorably from both committees and is now before the General Assembly for action.

The fate of the measure now rests on the interest, both in extent and kind, of the individual members of the legislature, and this in turn depends upon the connection between these members and the librarians and library trustees of the state.

Every library worker and trustee in the state who desires to see the public library with which they are connected receive much needed financial aid which, in a measure at least, will be furnished if this bill passes, must see to it that the senators and representatives of their district lend aid to the passage of the bill when it comes up before the legislature.

This will mean personal appeal on their part and from those who, in the various communities, are able to show the members of the legislature how the measure will benefit the community.

The work of the committee appointed to secure the introduction of the measure and its approval by special legislative committees has been done. It now becomes the duty of all who are interested to assist in the further passage of the measure.

What Shall I Read Next?

A very small girl stood in front of the Easy Reading section and looked over the books which it contained. After standing thus for some time, she turned to one of the library assistants, and said in a most disconsolate manner, "The three bears' and 'The golden goose' are never in, and there's so little else that's good." A feminine Alexander sighing for more worlds to conquer! Little dreamed the young Macedonian captain of the vast countries which lay to the Westward which should one day dominate the Orient. So, too, in the world of literature there are vast countries stretching beyond Fairytale Land. Having traveled through that kingdom, one comes to the Lands of *Romance*, of *Fiction*, of *History*, of *Poetry* and *Philosophy*, and one must know them all before he can be said to be a lover of literature.

The young infant, when he begins the journey of life, is a venturesome voyager, an intrepid discoverer. He reaches for the golden sunbeam; if unrestrained, he will grasp for the bright flame; he goes confidently to all men as his friends; he fears no foes. He has one great teacher—*God*; one great book—*Nature*. But "as the shades of his prison house close about him," he is less bold, less fearless; he looks about him for guides, guardians of his body, his mind, his spirit. We, working coördinately with his teachers and his parents, are the pilots of his Imagination. Shall we leave him hesitating on the edge of Fairytale Land with only "The three bears" and "The golden goose" for his comrades, or what shall we give him to read next?

A young child's knowledge of books is of necessity very limited, and, without direction of any kind, he will either re-read old favorites or select stories at random. "I want a good book" is the request of about half of the juvenile borrowers. "Tell me something you have read and enjoyed," at once asks the assistant. With the reply of the child comes the thought

which will likely direct his future reading.

There are many ways of directing children's reading. Those most productive of results are *personal* work in the children's room, the *story hour*, and *work* in the *class room*. Bulletins, lists and books shelved in special places are also very useful means of stimulating and arousing interest in particular books or kinds of literature.

The size and general appearance of a book play important parts. An attractive binding, good illustrations and clear type are great factors in interesting a child in a story. Children love the Lippincott edition of "Ivanhoe," "Kenilworth" and "The talisman," the Wyeth edition of "Kidnapped" and "Treasure island" and the Wheelhouse edition of Mrs Ewing.

Generally speaking, it is not wise to buy books in uniform bindings except for popular titles such as "Blue fairy book," Grimm's "Fairy tales" and "Little women." They do not attract children and give a monotonous appearance to the shelves.

Bright covers have an especial appeal to foreigners and to colored children.

A child may be interested in a story by relating an incident or by showing an illustration, which will attract. Describe Tom Canty's first royal dinner; the meeting and encounter of Kenneth and the Saracen and the incident in the underground chapel; relate Louise M. Alcott's description of her Easter hat purchased with \$1.00, or show a child the picture of Laura E. Richards in "When I was your age," standing on her head in the sugar barrel where she has been precipitated while in the act of helping herself to its saccharine contents. As a rule your efforts will prove successful.

Seeing a boy reading with great interest, Bond's "With men who do things," and noticing that he had almost finished it, I placed Moffett's "Careers of danger and daring" on the table near at hand and remarked that I thought he would enjoy it as it was

similar to the story which he was reading. He remained for some time and when I returned to the table boy and book were missing.

Much has been said of the mediocre book and its value in the library, and I will repeat the frequently made statement, that these titles are only worth while when they are used to interest a reader in better books. Otis has two uses; to interest a boy in historical fiction, history and biography and to substitute for less good fiction, such as Alger, and to lead to better fiction and biography. To illustrate the first point, lead from Otis to Tomlinson, Tomlinson to Altscheler, Altscheler to a life of Daniel Boone or some other pioneer, from pioneer life to Cooper and from Cooper to Indian history.

To illustrate the second point, substitute Otis for Alger. From Otis to Drysdale, Drysdale to Trowbridge, Trowbridge to Stevenson's "Tommy Remington's battle," Stevenson to Black's "Four MacNicols," Black to Boysen's "Against heavy odds," Boysen to Zollinger's "Widow O'Callaghan's boys," Zollinger to biographies of self made men.

Joseph Altscheler is one of our most popular authors. One of his enthusiastic readers said, "*I think that Altscheler ought to be in the Hall of Fame.*"

A Jewish boy asked the supervisor of children's work why he could not get Alger's stories. After receiving an answer, said: "Yes, the boys are poor and get rich easy. Gee! they just pick money out of their pockets, but it makes you feel good to read about it."

Use some of Henty's stories to interest children in history and historical fiction of European countries. American children are likely to be content with a knowledge of their own land.

Munroe has his place as a stepping stone in adventure, for example: Munroe to Grinnell, Grinnell to Brook's "Master of the Strong Hearts," Brook to a life of Custer, from Custer to Brady's "Indian fights and fighters."

For "Peck's bad boy" substitute Clemens' "Tom Sawyer"; the next

book is a decided step upward, but the title will aid you, Aldrich's "Story of a bad boy." A book very similar in style but less brisk is Pierson's "Believing years." Warner's "Being a boy" follows this last title admirably.

Stories containing an element of danger are very popular, such as Moffett's "Careers of danger and daring," Hill's "Fighting a fire," Down's "Fire fighters and their pets," Bostock's "Training of wild animals," Cody's "Buffalo Bill," Turnour's "Autobiography of a clown."

Use books containing a sensational treatment toward a definite purpose presenting a real for a false value; the best example of this is Stevenson's "Treasure island."

Some of the best stories of Pirates and hidden treasure, Smugglers, Kidnappers and Castaways are:

Stevenson—"Treasure island."

Stockton—"Buccaneers and pirates of our coast."

Leighton—"Coo-ee."

Cooper—"Red Rover."

Bennett—"Barnaby Lee."

Masefield—"Jim Davis."

Pyle—"Story of Jack Ballister's fortune."

Stevenson—"Kidnapped."

Stevenson—"David Balfour."

Defoe—"Robinson Crusoe."

Wyss—"Swiss family Robinson."

Use historical tales to lead to history and biography as, from Porter's "Scottish chiefs" to Lang's "Robert the Bruce" and Marshall's "Scotland's story."

Porter has idealized her heroes to the detriment of England's King, Edward I. To equalize, give the reader of "Scottish chiefs" Yonge's "Prince and the page"; wherein Edward is presented in a very different light. From a "Ruthless conqueror" he becomes "A greater and a better man . . . than England knows or heeds."

Stories of foreign lands will excite interest in travel. Shaw's "Castle Blair" may be followed by Blaidell's "Kathleen in Ireland." Spyri's

"Heidi" and "Moni the goat boy" will lead to Finnemore's "Switzerland." Both "Heidi" and "Moni" will interest the reader in Switzerland and Finnemore's "Switzerland" contains an interesting account of the dangers attendant upon mountain climbing in that land.

Girls who enjoy a quiet tale can be led from Molesworth to Sherwood, Sherwood to Lucas, Lucas to Ewing, Ewing to Goldsmith's "Vicar of Wakefield," Goldsmith to Gaskell's "Cranford," Gaskell to Austen's "Pride and Prejudice."

Excellent stories of home life are:

Sidney—"Five little Peppers."

Coolidge—"Little country girl."

Taggart—"Little grey house."

Wiggin—"Mother Carey's chickens."

Alcott—"Little women."

Moses—"Life of Louisa M. Alcott."

To the child who is sufficiently advanced I would give the following historical tales in the order named: Tappan's "In the days of Queen Elizabeth," a simple tale of the childhood of Queen Elizabeth. Bennett's "Master Skylark," a story of child life during the reign of Queen Elizabeth; Scott's "Kenilworth," the reign of Queen Elizabeth in its glory; Yonge's "Unknown to history," which is a tale of Mary, Queen of the Scots.

"Little people everywhere" series can be used to good advantage. The volumes contain a story element with a good foreign background.

Older girls who desire good love stories will find pleasure in:

Alcott—"Little women."

Alcott—"Old fashioned girl."

Alcott—"Rose in bloom."

Nash—"Polly's secret."

Richmond—"Round the corner in Gay Street."

Stuart—"Story of Babette."

Taggart—"Daughters of the little grey house."

Waller—"Daughter of the rich."

The child like the adult reader enjoys a laugh now and then. For comedy give him:

Carroll—"Alice in wonderland."

Clemens—"Tom Sawyer."

Drummond—"Monkey that would not kill."

Habberton—"Helen's babies."

Hale—"Peterkin papers."

Kipling—"Just so stories."

Lear—"Nonsense books."

Paine—"Arkansas bear."

Rice—"Mrs Wiggs of the cabbage patch."

Readers of fairy tales will sometimes be led to the Chaucer and Spenser tales, King Arthur tales, Story of Roland and on to the tales of chivalry. Baldwin in his introduction to the "Story of Roland" says: "The fairyland of romance is not far removed from the more sober domains of history. Indeed, the territory of one sometimes overlaps that of the other; and the boundary line between them is often dim and ill defined."

The hero lover has an unlimited field in fiction, literature, history and biography.

The attitude of the reader plays a *prominent* part in directing reading. We have the eager, alert child who is easily satisfied, the indifferent who is hard to interest in anything worth while, the critical who has tried a little of everything and the independent who prefers to direct his own reading.

One young lady of ten asked me for a "Love story from outside" (adult department). I asked her what she had been reading and she replied "Mostly fairy tales." She went away satisfied with "An old fashioned girl." Pixie O'Shaughnessy "*asperated*" one of our readers. It contained too much Irish talk.

A boy handed in a call slip for Carlyle's "Past and present." Wishing to be polite I invited the lad to take a book for himself on the same card. With the most disgusted air he said, "Who do you think this book is for?" "Your father," I replied. "The book is for me. What kind of books do you think I read—kids' books?"

One of our juvenile borrowers who did not care to venture far from the

bounds of boarding school lore when asked if she intended to read boarding school stories all her life replied, "Oh, no, I read Shakespeare at home."

A sorely troubled parent paid me a visit and asked for a list of books suitable for a boy of 13. She said that her son was reading a sensational class of books and she had exacted a promise from him that he would read better literature. Later in the day a manly looking lad asked me if "Men of iron" was in. It was not and I substituted another of Howard Pyle's. "Is it good literature?" was the surprising question, and with a twinkle in his eye, he continued, "My mother made me promise that I would read good literature." He departed, apparently content with mother's choice under his arm.

In the evening, when few children are in it is often a very profitable expenditure of time to read or tell a story to a group gathered about the table. I told "Rikki-tikki-tavi" to a group of boys and a discussion on cobra snakes followed which called for a reference book.

On another occasion a number of children had a good laugh over the rhymes in the "Arkansaw bear."*

Once when I told the story of Joan of Arc from Boutet de Monvel's beautiful picture book, one of my audience came in the next day and informed me that she, too, had visions, "Only," she said, "when I open my eyes they are gone and I can not remember what I have seen."

Next to the personal work done in the children's room toward raising the standard of children's reading comes the use of the *story hour*; I am speaking particularly of the older children's hour. "Oral work in story telling, when intended to direct reading,

should be planned with a clear and definite idea of sequence." The story hour outlines published by the Pittsburgh library and a recent one by St. Louis library are very suggestive and can be adapted to meet all ages. Noticing a tendency on the part of the children about twelve years of age to shun standards of all kinds, Miss Power suggested chivalry tales. During the preceding summer tales relating to chivalry and suitable for telling were selected and roughly outlined. It proved most successful. The attendance at the Cabanne Branch from November 1 to March 28 was 1,141. The children were enthusiastic and many faces became very familiar from seeing them regularly at the story hour. Richard, the Lion Heart, Bayard, Roland, and Joan of Arc soon became favorites. Seventy-one copies of the "Talisman" were issued during the story hour months. A boy whom the assistant considered too young was removed from the line which was forming for the Chivalry Story Hour at the Divoll Branch. When the child remonstrated the Librarian said, "Why, you don't know what chivalry means do you?" "Yes," was the reply, "it's where two people get married and other people go and make a great noise outside the house on tin pans." The following were the chivalry tales in order of time: "Winning of the Queen," from Pyle's "King Arthur;" "Sir Marrok;" "Story of Roland;" "Story of the Cid;" "Richard my king," an excellent introduction to the "Talisman;" "Talisman" divided in two stories; followed by "Ivanhoe," divided in two parts; "Boy's ride;" "Count Hugo's sword;" "Prince and the page;" "Boy and the baron;" "Otto of the silver-hand;" "Men of iron;" "Joan of Arc;" "Bayard" and "Prince and the pauper." Last winter miscellaneous historical tales were used. We laughed over the blunders of Tom Canty, marveled at the patriotism of Harvey Birch, bled with William Wallace, wept over the tremendous sacrifice of Sidney Carton and shuddered at the tragic fate of

*One of the rhymes which the children never tired of hearing was:

"Oh! there was an old bear on a dark, dark night,

Who tried to walk on a beam of light.

But the beam wouldn't hold him and the bear broke through,

And now Horatio follows, as Horatio ought to do."

Amy Robsart. After hearing the "Spy," a lad of twelve years said, "If I had known how interesting the 'Spy' was I would have read it long ago." While expressing her interest in the historical tales, one of my regular story hour attendants said, "I just love the way you always commence your stories, 'It was the year 1952 and everything was uproarious.'" Needless to say, I changed my introduction.

One of the best methods of reaching numbers of children is through the class room. In one of the schools, a principal who was desirous of interesting the children in reading asked me to spend the day at the school and give a talk in each room about books. Between twenty and thirty books in the best editions were selected and sent to the school in question. From two to four books were suggested for each grade and a story told from one of these books. The children were allowed to look over the books during recess and at noon for several weeks following the talk. Before the close of school I visited one of the largest public schools in the city where the principal has devoted time and thought to the reading of the children. The school auditorium was opened and the children sent down by grades. My subject was vacation reading. For the 8th grade and part of the 7th I selected three books of Howard Pyle, "Story of King Arthur," "Merry adventures of Robin Hood" and "Men of iron." I sketched the "Winning of the Queen" from King Arthur and led from the Arthur tale to another story of the time, French's "Sir Marrok." "The shooting match at Nottingham town" from Robin Hood led up to the part which Robin Hood played in "Ivanhoe." Richard the Lion Heart being one of the characters in "Ivanhoe," became the central figure in the "Talisman." "Men of iron," well known to most of my audience was used to introduce them to Kings Henry IV. and V. in Quiller-Couch's "Historical tales from Shakespeare." I used, in the remainder of the 7th and all of the 6th grades sev-

eral American historical tales and some stories of boy and girl life; as follows: Cooper's "Spy," Page's "Two little Confederates," Aldrich's "Story of a bad boy," Pierson's "Believing years," Zollinger's "Widow O'Callaghan's boys," Alcott's "Little women," Taggart's "Little grey house" and Wiggins' "Mother Carey's chickens." For the 5th grade I suggested Pyle's "Otto of the silver hand," Spyri's "Heidi," Shaw's "Castle Blair," Dix's "Merrylips," Defoe's "Robinson Crusoe," Wyss' "Swiss family Robinson" and Swift's "Gulliver's travels," and I outlined the story of "Otto of the silver hand" but did not relate the concluding portion, my motive being to excite interest in the book itself. In the 3d and 4th, I suggested Collodi's "Pinocchio," Carroll's "Alice in wonderland," Jacob's "English fairy tales," Kipling's "Jungle book," Brown's "Lonesomest doll." I told one of the English fairy tales and outlined the "Lonesomest doll." The 2d grade were such little tots that I did not attempt books but told them a story. Before I left the school I copied the book titles mentioned with a few additional ones on the board in each room.

In the upper grades, in one of the schools, I made an earnest plea for standards; telling the children if they knew the interest which lay between some of those dingy covers the books would not lie idle. I used for example "The sacrifice of Harvey Birch." The book was in demand for days thereafter.

It should indeed be the object of *librarian* and *teacher* to make the goal of her efforts that each child shall finally learn to *read* and *love* those books which, because of their keen human interest, depth of thought or true portrayal of men and the times in which they lived, because of their sublimity, because of their summing up the whole gamut of human experience so that the reader may find therein some joy or sorrow heretofore felt, some association encountered, have survived the wreck of empire and of kingdom, and stand the greatest monument of the age and time in which they were written.

Over the main entrance of the St. Louis public library is inscribed the legend, "Recorded thought is the greatest heritage of all the ages." It is an inheritance to which all may become heirs. Is any one of us willing that the child under our supervision shall be deprived of his rightful estate? The age when the child leaves the children's room varies with the type of children and in all cases should be provided for. Sometimes a small collection of books culled from the adult and juvenile departments placed just outside of the children's room will fill the need. A bulletin board with a few shelves beneath in the adult department may often be utilized to great advantage. An intermediate department was started in one of the branches in St. Louis. An alcove between the children's room and the adult department was used for this purpose. Every book was carefully selected before it was placed there and lists were kept posted. A picture of Lorna Doone aided in interesting the girls in standard fiction. I asked some of the children to write a short review of the books read. You may be interested to hear some of them. Passing upon the merits of "Barnaby Lee" by Bennett, a juvenile reviewer said: "I thought it was a fine story and I liked the place best where the boy took the knock for some one else and where he found his father."

Through personal work, story hour, class room and whatever means lies in your power try to raise the standard of children's reading. The children's room is the introduction to the intermediate department and more often to the adult department. With good preparation, the child's mind should be ready for real literature, to which in the words of Scudder "We must look for the substantial protection of the growing mind against an *ignoble, material* conception of life, and for the inspiring power which shall lift the nature into its rightful fellowship with whatsoever is *noble, lovely* and of good report."

MARGARET GRIER CURRAN,
Children's librarian, Cabanne Br., St. Louis public library.

Library Classification

Various attempts have been made to arrange the books in a library in the most convenient place for practical use. Jefferson devised such a scheme for the Library of Congress.

A Mr Shurtleff of Boston invented a decimal scheme. It began with construction of the building. There were ten alcoves, ten sections in each alcove and ten shelves in each section and ten books on each shelf. The books had an outside number which showed just where it belonged.

Mr Dewey also put in operation a decimal scheme which was independent of shelf location. But it was in fact a classification of knowledge rather than of books.

In studying the problem I concluded that in a library for common use all the books could be grouped in about twenty classes, each of which would have a certain completeness and yet have peculiarities that would furnish ground for the formation of sub-classes.

It seemed important also that the books in each sub-section should be arranged on the shelves in alphabetical order by authors and at the same time in numerical order. After much study I succeeded in solving this problem.

I took my apprenticeship as an assistant in the library of Yale college, where I worked for five years. In 1856 I came to Philadelphia and took charge of the Mercantile library which then contained about 13,000 volumes. The books were then arranged in forty classes, numbered from one upward.

I examined the classifications in vogue in other libraries and concluded that a different one was feasible, and better suited to the needs of libraries for the people. I decided that in such a library all the books could be arranged in 22 classes with such sub-classes as each one might require. I designated the main classes by a single capital letter, and the sub-classes by the capital and a lower case letter, ex. A. Ad. Fan., etc. The books in each sub-class are placed on the shelves in strict alphabetical order.

It was seen to be important that the

books should also be numbered independently in each sub-class. Accordingly a scheme was devised by which in connection with the alphabetical there should be a numerical designation. It was found that all possible author-names could be written with four digits, and taking the numbers 1 to 9999, I devised a table showing the actual division of all the names in about 500 groups.

I had examined Mr Dewey's classification and concluded that I could do something better; and I decided to use letters instead of figures.

Books wanted must be called for by word of mouth and not by written slip. If you tell a runner to get Ac 2940 he will understand, but he will not 291.342 as the Dewey system requires.

I adopted this system. All books are placed on the shelves in all classes in strict alphabetical order by author names, and at the same time by numerical order. For this is used 9999 (10000) numbers and over this range I spread all possible author-names.

For the use of the cataloger I constructed a table by which he could determine at a glance the proper number for any book that the table printed. It covers three pages about the size of a letter sheet.

Under the letter A, I have 20 groups with the numbers 1 to 400, B 45 groups, 401 to 1300. I objected to Dewey's plan as fanciful, metaphysical. It allows as much space to the "Will" as to the "Unity of Earth." It is a classification of knowledge instead of books.

I am not learned either in the ancient or the modern history of libraries. I suppose that little public attention was given to the subject until quite a recent period.

In the year 1700 several clergymen came to Branford, Conn. and laid down a number of books for the forming of a college. This was the beginning of Yale college.

About this time Bishop Berkeley had a purpose to form an educational institution in Bermuda. Failing in this project he gave the books designed for it to Yale college. The library grew slowly

and was poorly cared for. For a time it was kept in a room over the college chapel and a notice was placed on the door that the key was under the mat.

In about 1840 a building was erected to contain the library of the college and those of the three literary societies of the students. These three libraries it was thought would meet most of the needs of the student.

Up to this time each librarian did his own work in his own way without conference with others. In September 1876 the great Exposition brought together a number of librarians and a meeting was held to consider general library interests. Among those associated with me then and later were Justin Winsor, Melvil Dewey and Lloyd P. Smith. One of the results of that meeting was the founding of the *Library Journal*. Another result was the organization of the American library association which continues to hold its yearly meetings.

It came to be seen that the recording of loans and applications for books was not the chief duty of library assistants and that they needed instruction in the various parts of their work, and so library schools were organized. The first one was opened in Albany under the direction of Mr Dewey. At one of the sessions I gave a talk on alphabetizing in catalog work.

Other schools are now doing good work in this line and those who have received this training are able to secure better positions.

JOHN EDMANDS.

1815 Green St., Philadelphia.

"Besides risk of failure there is the utter discomfort that attends all pretense. There is the constant playing a part, and the certainty that sooner or later truth will out. If we want to appear to know a subject thoroughly, to have mastered it, let us acquire that mastery instead of merely pretending it. That will be a solid basis of gain, a possession to stay with us; the mere affectation of what is not really ours is an incumbrance, a dead weight, and a cruel wrong to the best in our own characters."

A. L. A. Announcements

The March number of the *A. L. A. Bulletin* gives announcements and directions concerning the Berkeley conference that will make easy the plans of any one preparing to go.

General information is given as to routes and cost, in which the main point is that tickets are good going by any of the routes, including the Panama-California exposition at San Diego, and may be used for return within three months of purchase date. Liberal stop-overs are allowed both going and coming. The desire to go to San Diego must be indicated when purchasing the ticket. If return is desired by the Northwest, tickets will cost \$17.50 more.

It is suggested that those whose physical condition is liable to be affected by altitude should consult their physicians in choosing a route.

The personally conducted trip and special train is recommended. Famous scenic regions which may be visited going or coming are: the Grand Canyon of Arizona; Yellowstone Park; Glacier National Park; Canadian Rockies; Rocky Mountains of Colorado; the Yosemite Valley; the Panama Canal; coast trips on the Pacific Ocean and then the trip to Alaska.

The Pennsylvania railroad and the Chicago and Northwestern have been chosen as the official route, for which arrangements will be made by the members of the A. L. A. travel committee, in the various localities. Friends of members are invited to join the special train, requirements for which will be to pay the first year's fees to the A. L. A.

The train will start from New York May 25, on the Pennsylvania, leave Chicago May 26, on the Northwestern, passing through Omaha, Denver, Glenwood Springs, Salt Lake City, Riverside, San Diego, reaching Berkeley June 3. Stops of varying lengths will be made at these and other points en route.

A personally conducted party will return by way of Seattle and the Canadian Rockies. Another party, if 50 apply for it, will come home by the Southern

route by way of the Grand Cañon of Arizona.

Checked baggage will not be available until arrival at Berkeley. *Special tags will be provided and should be used.*

The route chosen for return trip must be specified when making deposit with the Travel committee on or before April 25. Tickets will be sent to members soon after May 10.

The *A. L. A. Bulletin* for May will contain the Berkeley program of the A. L. A. meetings.

Headquarters will be at the Shattuck. A number of fraternity and sorority houses will accommodate the bulk of the attendance.

Illinois Libraries at Panama-Pacific Exposition

Dr Robert E. Hieronymus, community adviser of the University of Illinois, has been asked by those in charge of the Educational exhibit of the Panama exposition at San Francisco, to make a collection of photographs showing educational development as far as possible throughout Illinois.

Very properly, Dr Hieronymus includes libraries in the presentation of educational facilities and is asking libraries throughout the state to send to him for exhibition purposes at the Panama exposition at San Francisco, pictures of the building and such interior views, floor plans, etc., as will adequately show the scope of the library work and its chief activities. Unmounted photographs, eight by ten inches in size, are preferred, but other sizes, larger or smaller, may be used, but are in no case to be mounted.

Librarians are asked to give the exact name of the library, and to attach to each picture just what the picture represents.

After the close of the Panama exposition, the collection will form a permanent exhibit at the University of Illinois, and will be easily accessible to any inquirer.

The library interests of Illinois are urged to respond to the request of Dr

Hieronymus, no matter what other exhibits may have been made, as it would be unfair to leave a blank in the Illinois exhibit because of exhibitions in other quarters. The library matters in Illinois are on the up-grade and it is the professional duty of every librarian to aid in the further progress to the full extent of his ability.

M. E. AHERN,
President

Illinois library association.

From Bondage to Freedom

Once we were chained with chains of steel
like prisoners of old,
And some were even iron-barred to make
us firmer hold,
The watchdog, honest, upright sat to see
that none would fail,
That each one filled his proper place, not
wander 'yond the pale.
Thus would we stand the livelong day with
not a thing to do—
“What use, what use are all of us?” became
our cry and hue.
Then dawned a newer, better age, and men
began to see
That service is the highest thing when
giv'n to all, and free.
So from our niches down we stepped to
serve the multitude
Who pleasure, knowledge, solace, joy, or
other things pursued.
But not enough, we 'gan to seek a larger
clientele,
Soon wandered far and wide in prairie,
mountain, plain, and dell.
Wher'er an eager soul aspired, there were
we sure to go,
For 'tis our end and aim in life to help the
high and low.
And who are we?—perchance you've guessed
—that once were chained secure,
But now may travel where we list, provided
we are pure.
Look 'bout in any library, and some on
shelves are found,
But most of us our readers take, as they
are homeward bound,
Some gladden hearts of city folks, and some
the farmer's home,
For we spread knowledge, solace, joy, wher-
ever we may roam.

MAX BATT.

Fargo, N. Dak.

Library Meetings

Chicago.—The Chicago library club met March 11 at the Chicago school of civics and philanthropy, an appropriate place as the subject of the meeting was “Reaching the foreign peoples of Chicago.” Those who presented the subject were Miss Grace Abbott, director of the Immigrants' protective league; and Mr Henry E. Legler, librarian of the Chicago public library.

Miss Abbott spoke of the need of the immigrant for information of a practical kind in his own language, and for newspapers, periodicals, and books that would give him an insight into American ways and American citizenship. The problem, from a library point of view is not, however, as pressing in Chicago as in smaller industrial communities. Chicago can help by keeping in touch with these places, and by trying out experiments which might prove useful.

Mr Legler spoke on the work of the Chicago public library in reaching foreigners—the foreign collections of 60,000 volumes in 16 languages, the book-room with open shelves of 18,000 volumes in these languages, the reading-room with newspapers and periodicals, the branch libraries, and the story-hour which reaches the foreign children (although it could do so even better if the stories could be told in their own languages occasionally). He also spoke of the work in rural districts, and through business houses, traveling libraries, and the schools, both public and private and parochial. He illustrated the work of the library by reading from Mary Antin's life; and he made clear his point of the results gained in making different nationalities realize each others' value by reading from Jean Webster's *Much ado about Peter*.

Connecticut.—The Connecticut library association met for its twenty-fourth annual meeting on Friday, February 26, in the Public library of West Haven. Clarence L. Clark, president of the Library committee welcomed the association.

The general topic of the morning,

was "Special libraries." Miss Alice S. Griswold of the Hartford Medical society outlined the function and scope of medical libraries. The medical library exists first for the physician and next for the rest of the public. Through its social work, it is coming more and more into prominence and should no longer be regarded as an isolated unit but as an integral part of the field of library activity. Among the classes of readers who look to the medical library for aid are included lawyers, professors, high school and college debaters, theological students, nurses, and journalists.

Dr Gustavus Eliot of the New Haven Medical association told of the association's library and of some of the methods used in running a library without librarian, janitor, or catalog. In Dr Eliot's opinion, every town of as many as 25,000 inhabitants should have its own special medical library. It is a convenience to the physicians to meet by themselves and they would feel handicapped to be incorporated with a public library and governed by the more restricted regulations of a larger system. These papers were followed by discussion.

The Day missions library of New Haven was described most interestingly by Miss Margaret L. Moody. The Day library, which belongs to Yale college, contains a remarkable collection of works bearing on the subject of missions. It is hoped that this library, with its convenient building and unusual equipment will ultimately become a recognized center of missionary information.

E. Byrne Hackett of Yale University Press addressed the meeting on the "Standards of book production." He accuses Americans of maintaining a lower standard than any foreign country, remarking that there exists no conscious responsibility on the part of dealers or librarians. Two attributes we do require—long life and low prices. Mr Hackett holds William Morris largely responsible for the low standard of book-making in this country

saying that Morris did a beautiful thing but one that could not stand the test of good book making which test should be—good type on good paper—a complete and simple whole that can be easily read. Mr Hackett suggested as a remedy, criticisms written to trade journals which criticisms would quickly be given wide publicity by newspaper reviewers.

Discussion followed in which it was stated that proof readers are at fault for gross typographical errors so common to-day and that publishers are at fault for giving proof to cheap workmen.

The Association then adjourned for luncheon which was served by the women of the Congregational church.

At the beginning of the afternoon session the following officers were elected: — President, Miss Helen Sperry of Waterbury; vice-presidents, Edgar Stiles of West Haven; Herbert L. Cowing of New Haven, Miss Isabella Eldridge of Norfolk, Alfred E. Hammer of Branford, and Dr J. G. Gregory of Norwalk; secretary, Miss Eleanor M. Edwards of Waterbury; treasurer Miss Esther B. Owen of Hartford.

Rebecca D. Townsend of Yale University library opened the afternoon session with a discussion of the definition, scope, etc., of a newspaper, after which Miss Adelaide Hasse of the New York public library continued the general topic of the day with a paper outlining the history of Municipal libraries. On the whole, it would seem that these libraries have not yet proved a popular success but have received the endorsement of experts and have demonstrated the need of creating a demand for their services.

Discussion followed during which Miss Hewins told of the effort in this direction made in Hartford and of the disappointment felt by its promoters when the cause was lost by one vote. Dr Eliot suggested that as a rule it is only the civic reformers who will agitate for the municipal library, town

officials, unfortunately, not always belonging to this class.

Law libraries were interestingly described by Miss Foote, of the New Haven County Bar library and Miss Day of the Hartford Bar library. Miss Foote said that of 14 law libraries in Connecticut, only four have librarians and all but two are used for reference only, the others forming branches of the city court.

The closing paper on "The business house library" was presented by Kenneth C. Walker of the New Haven library, department of technology. Mr Walker said in part that the Boston Consolidated Gas Co. opened the first library of this type in 1893 and now these special libraries cover nearly every branch of business. On deciding between a trained business man to take charge of these libraries and a trained librarian, the choice falls decidedly on the librarian. One way for a firm to advertise its collection is to mail circulars of information to every new employee.

Discussion followed.

Mr Keogh of Yale library entertained the association with an informal description of the treasures to be seen at his library.

These include rare editions of the classics, prints, mss., etc., which are not duplicated in this country; Shakespeare editions from the Huth collection, etc. Recently a mss. entitled "A new trick to cheat the devil" was purchased for \$125. The New York *Times* reported the acquisition and the next day a Boston paper commented—"Yale has just paid \$125 for a new trick to cheat the devil. Harvard beware."

EDITH MCH. STEELE,
Secretary.

Minnesota—The regular meeting of the Twin City library club was held in the Franklin Avenue branch of the Minneapolis public library, March 11, 1915.

As this branch is the headquarters of the Scandinavian work in Minneapolis,

the program was Scandinavian in character. Miss Emma B. Nilsson, who has charge of the Scandinavian collection, read a very interesting paper full of information about her work and about the Scandinavians and their interests. Mr Wallerstedt, the Swedish consul, then showed lantern slides of Sweden and Miss Todd of the Minneapolis public library gave a brief talk showing the possibilities of the use of different kinds of slides with the new portable stereopticon recently purchased by the library. The members then adjourned to enjoy Scandinavian refreshments provided by Miss Rosholt and Miss Nilsson.

R. L. WALKLEY,

Minnesota—The Library section of the Northwestern Minnesota educational association held a meeting February 11-13, in the Public library at Duluth, during the sessions of the general association.

Miss Baldwin, secretary of the Minnesota library commission, presided and the meeting was attended by high school and public librarians.

Miss Palmer of Chisholm discussed the first principles in making a social survey a basis for library work. The first step was to obtain the number and percentage of foreigners, the names of the leaders of the various societies, information concerning lodges, churches and newspapers of various nationalities. Miss Palmer thinks the accuracy of many figures is to be doubted, and suggests the enrollment records of the night school, library registration book and circulation blanks as sources of accurate information.

Miss Newhard of Virginia reported that little progress had been made in securing foreign lists. A union card shelf list of all the foreign books in the range libraries is being made, which will aid in avoiding duplication of titles for the foreign book exchange. This is maintained by the libraries of Duluth, Cloquet, Two Harbors, Virginia, Hibbing, Chisholm and Eveleth. The li-

braries have learned from bitter experience the difficulty of wisely selecting foreign books, the solution of which is not yet reached.

Mr Attilio Castigliano, Italian consular agent at Duluth, gave an interesting talk on conditions in Italy. He said that a more highly educated class of people are now coming to this country that will make greater demands on public libraries. Italian books may be ordered from the Dante Alighieri society of Rome, which will also supplement the list by donations of books for libraries in North and South America. Mr Castigliano is much interested in the welfare of his people and has already been of great assistance to the range libraries. He is planning a series of meetings for Italians, where he will address them in their own language on the use of the library.

Miss Mary Kellogg of the Extension department, University of Minnesota, spoke of the willingness and preparedness of the University to assist the libraries in reaching the people.

In the evening the librarians attended a lecture by Lady Gregory on "Ireland and the unseen world."

The meeting on the next morning was conducted by Miss Martha Wilson. Miss Wilson spoke of the plans for coöperation of various organizations whose work is closely allied to libraries: National council of teachers; Mississippi Valley historical society; Minnesota vocational association; Vocational guidance association.

Miss Newhard reported on the school libraries and the associated schools. Reports were also made from Hibbing, Duluth, Buhl, Superior and other places.

The importance of normal training schools giving some instruction on school library management, was emphasized by a number of the teachers. An interesting discussion as to the advisability of increasing the use of school libraries followed.

The afternoon session opened with a paper by Dr Johnston of the St. Paul

public library on "The school librarian's training and status."

This was followed by a discussion of the amount of training that was given teachers for doing school library service. Library science is an accredited subject in the senior year at the Duluth normal school. Moorhead normal school offers a course of 60 hours, special attention being given to the study of children's literature, library methods being kept in the background. Reference use of libraries is emphasized and the practical course in story telling is given by the teacher of reading.

An interesting account of the public library in the school, as it has been successfully maintained in two small towns, was given by H. A. Gilruth, superintendent of schools at Nashwauk.

Miss Earhart of Duluth told of the lesson that had been given in the use of books to the juniors and seniors of the high school, who came to the library with their teacher.

The meeting of the Library section was most successful in interest and point of attendance, there being an average attendance of about 35 at the different sessions.

Some pamphlets adapted for the use of teachers mentioned by Miss Hurlbert of the Moorhead normal school, were: "Some educational factors in Minnesota;" "Teaching material in government documents, farmers' bulletins from experiment stations, and how to obtain them;" "Material on geography," Booth; "Rural school decoration," Cornell University; "Library manual," Oregon department of education; "Social plays, games and marches," Office of Indian affairs; "Story telling number, *St. Louis Public Library Bulletin*;" "A graded list with subject index," Buffalo public library; "Tentative list of books for a rural school library," N. E. A. and A. L. A.

Because books are books is no reason why it is necessary to put a circulating library in revolving cases.—*Muncie Star*.

American Library Association

School libraries section

At the midwinter meeting of the council of the American library association the petition of the school librarians for a section was presented by the special committee to which it had been referred, and unanimously adopted.

The High and Normal school librarians of the Middle West met in conference at the La Salle hotel January 1, 1915. One of the topics for discussion was the scope of the new section. It was agreed that the School libraries section should be the center of information regarding school library activities and the place for professional consideration of work with school organizations.

Two important topics for immediate consideration were presented.

1. Many towns, cities, counties and states are considering the organization of school library work and are making inquiries as to systems of school library supervision now in use and their effectiveness. It was voted that a committee be appointed to make a survey and offer recommendations for model systems.

2. Since the success of library work in schools rests with the school librarian, it is important that the persons undertaking this work should have not only the best educational and general library training, but also such special instruction as will qualify them for work with high school boys and girls, teachers and superintendents. It was voted that a committee be appointed to investigate the training now offered for school librarians and to lay the matter of special training before the committee on library training.

The Berkeley conference is planned to include general sessions as far as possible, but sections are granted one session to be held on Saturday, June 5, 1915. This will give opportunity for organization of the school libraries section, for review of the school library situation as it exists today, and for planning further activities. At this

meeting there will be reports from the library sections of the National Council of teachers of English, The National Educational association and other educational associations, and open discussion of all topics presented. The cooperation is asked of all interested in this phase of library endeavor in making this meeting practical and valuable.

MARTHA WILSON,

St. Paul.

Chairman.

Interesting Things in Print

Burton E. Stevenson, librarian at Chillicothe, O., has added to his already well received list of literary productions a story of the present great war, in "The little comrade."

An annotated list of books on commercial subjects for secondary schools, prepared by W. E. Bartholomew, inspector of commercial education, has been issued by the Division of school libraries, Albany, N. Y.

A cumulative subject index to bills and legislation, prepared by J. F. Marron, legislative reference librarian of the Texas state library, has been issued.

A pamphlet of 26 pages, octavo, it shows the wide extent of the proposed legislation.

It is announced that the sale of back issues of the *Scientific American Supplement* will shortly be discontinued. These issues have all been kept in print by the publishers and supplied at the current price when published, regardless of date. This work will be discontinued.

Edition 9 of the Decimal Classification, revised and enlarged, is promised for 1915. A list correcting errors in editions 5, 6 and 7; giving some new heads and all changes in tables, besides notes and index entries added to editions 7 and 8, that are applicable to editions 5 and 6, has been issued.

Information is the title given to the new series of the digest of current events, for some time gotten out under

the former title of *Index to dates*. The first number January, 1915, just received is full of valuable information and interest and will undoubtedly prove a helpful tool to all who need exact information concerning current events. It is to be hoped that the "experiment" will prove a successful one as it promises to deserve it.

The Pittsburgh Catalog

The third series of the Classified Catalog of the Carnegie library of Pittsburgh is now completed in three volumes, covering the five years from 1907 to 1911 inclusive. In style and workmanship, it is identical with the two preceding series and is a model of typographical quality. One wonders at and envies the tasteful and spacious composition with its generous use of white paper and harmonious types faces. The cataloger will recognize gratefully Miss Mann's sound and thorough methods in the construction of the entries, and librarians generally will welcome these three stout volumes as a convenient conspectus of the literature of the period covered, as selected by one of the most representative among American public libraries. Two of the classes represented will be of especial interest and use to libraries at large. One of these is Books for the Blind, represented by a forty page list; the other is that of foreign fiction, comprising excellent lists in Yiddish, Hungarian and others of the lesser tongues, which are so much in demand and so difficult to find. One might express the wish that the entries in Russian and Yiddish had been transliterated and titles in all the Slavic languages repeated in English, but this is a point of practice in which local requirements must be accepted as paramount.

A marked feature has been made of annotations, chiefly descriptive and explanatory in character, which are designed to increase the interest and value of the catalog.

Library workers have long been debtors to the Carnegie library of Pittsburgh for these valuable bibliographic aids, both for current issues and the volumes.

Recent Canadian Government Publications

The following list is selected from publications of the various departments of the Canadian government, as being of somewhat general interest. Copies may be obtained from the departments named or the King's Printer, Ottawa, at a nominal price.

The Canada Year Book, 1913 (1914 not yet published).

Department of Trade and Commerce.

European War: Despatches between British Government and ambassadors, and Speeches in Imperial House of Commons. Department of State.

The archaeological collection from the southern interior of British Columbia. Harlan I. Smith.

Bulletin No. 1 of the Victoria Memorial Museum. Contains notes and articles on palaeontology, palaeobotany, mineralogy, natural history and anthropology.

Gold fields of Nova Scotia. W. Malcolm.

Annotated list of flowering plants and ferns of Point Pelee, Ontario, and neighboring district. C. K. Dodge.

Geology of the North American Cordillera. R. A. Daly. 3 vols.

The Double Curve motive in Northeastern Algonkian art. Frank G. Speck.

The "Inviting-in" feast of the Alaskan Eskimo. E. W. Hawkes.

Southern Vancouver Island. C. H. Clapp.

Geology of the coast and islands between the Strait of Georgia and Queen Charlotte Sound. B. C. J. A. Bancroft.

The Basins of the Nelson and Columbia Rivers. Wm. McInnes.

Department of Mines.

Documents relating to the constitutional history of Canada, 1791-1818. Edited by Dr A. G. Doughty and D. A. McArthur.

The Canadian North-West; its early development and legislative records. Edited by Prof E. H. Oliver.

Documents relating to the Invasion of Canada and the Surrender of Detroit in 1812. Edited by Colonel E. A. Cruikshank.

Compiled Reports of the International Waterways Commission, 1905-1913. Public Works Department.

Fur Farming in Canada. By J. Walter Jones.

Commission of Conservation.

Progress Report in the Pollution of Boundary Waters Investigation.

International Joint Commission.

Decisions of the Geographic Board of Canada, 1914. (Consolidation of all previous reports.)

Department of the Interior.

Library Schools

Carnegie library of Pittsburgh

Training school for children's librarians

Franklin K. Mathiews, Chief scout librarian, Boy Scouts of America, talked to the school February 26 on the subject of boys' books.

As a problem in lending systems, the junior class visited four pay circulating libraries, conducted in Pittsburgh book stores, and reported on the form of lending system in use.

Alumnae notes

Alice Arabella Blanchard, special student 1905-1906, has resigned from the Carnegie library of Pittsburgh to take charge of the work with children in the Newark public library.

Eugenia Brunot, '14, has been appointed children's librarian in the Cincinnati public library.

Josephine Thomas, '13, has accepted the temporary position of children's librarian in the New Haven (Conn.) public library.

University of Illinois

Dr Trelease, of the Department of botany, was the speaker at the February meeting of the Library club. He gave a very interesting, informal address on "Some botanists and their books."

Miss Ione Armstrong, Illinois '11, librarian of the Public library of Council Bluffs, Iowa, gave two lectures to the Library school on "What training for librarianship means."

A reception to Miss Armstrong and Mrs Scott was given at the home of Miss Simpson on Thursday evening, March 11.

The usual month of field work for the senior class is now on, and 11 co-operating libraries received each a student. Four of the 11 students are in libraries outside of Illinois.

FRANCES SIMPSON,
Assistant director.

New York public library

Senior lectures have been scheduled as follows since last report:

School and college library course

Isadore G. Mudge. College library reference work. (Lectures six and seven, and written test.)

Théophile E. Comba. Technical Italian. (Continued during March.)

Visits to local high school libraries.

Reports on same to the Principal, with discussion.

Advanced reference and cataloging course

Isadore G. Mudge. College library reference work.

Théophile E. Comba. Technical Italian.

Victor H. Paltsits. Literature of history and Work of the archivist. (Two lectures.)

Calendaring mss. in mss. room.

Catherine S. Tracey. Celebrated library catalogs. Foreign publishers.

Administration

Victor H. Paltsits. Literature of history.

Franklin F. Hopper. Library administration; constitution and government; Relation of librarian and staff; Finances; Order department; Written test.

Marie A. Newberry. Rural library extension.

Visits to settlements.

Albert Shiels. Vocational guidance. Education for adults.

Corinne Bacon. Book selection. (Lecture one.)

Children's librarians' course

Franklin F. Hopper. Library administration. (Four lectures and test as above.)

Anna C. Tyler. Story telling. (Three lectures.) Picture bulletins. (Two lectures.)

Junior lectures

R. R. Bowker. Early phases of the library movement.

Annie C. Moore. Appeal of work with children.

Dr. C. C. Williamson. Municipal library reference work.

Elizabeth C. Stevens. Town library administration.

A number of students and alumni are attending Miss Marie L. Shedlock's course on story-telling.

The juniors gave a Valentine party to the faculty, seniors and alumni, on February 15. Mr Seng, the student from China, acted as postmaster and wore a Chinese scholar's costume. Mr Seng was chairman of the ambulance corps at Han Kow at the time of the Chinese revolution, and has the badge he wore at the time bearing a medallion-portrait of the vice-president of China, Li Yuan Hung.

Mr Vail, one of the juniors, has had on exhibition in one of the school cases some purchases made by him at the recent auction of Stevensoniana. Some very interesting autographs figure in the collection.

It has been decided not to make the usual library visits during the spring vacation. Individual students wishing to visit distant libraries will be supplied with introductions. On March 30, those who are in town will join the faculty in entertaining at luncheon the party from the State library school.

Lectures given to the juniors during May will be open to the librarians taking the "May course for librarians," as far as their schedule permits, their attendance being registered as that of listeners only.

Beatrice Freer, junior, 1914, has been engaged as assistant in the Kingston (N. Y.) public library, her work being chiefly with children.

MARY W. PLUMMER.

New York state library

The New York state library school and the School Libraries division of the University of the state of New York will conduct a brief special course for high school teachers of the state, July 6-16. On account of the brevity of the course the work will be confined to a consideration of the reference use of books. A series of lectures on reference work will be given, accompanied by practical problems. To insure their usefulness to those taking the course the problems will be based on material suggested by inspectors and examiners of the State Education Department. Twelve lectures dealing with rather more general phases of the use of books in the school will be given by members of the staff of the University of the state of New York, including the New York state library, and President A. R. Brubacher of the New York state college for teachers. The present intention is to confine attendance to librarians and teacher librarians in secondary schools of the state.

The annual library visit will begin Tuesday, March 30. Leading libraries in New York, Brooklyn, Newark, Philadelphia and Washington will be visited. School exercises will be resumed April 9.

F. K. WALTER.

Pratt Institute

The annual spring trip began March 26, and will cover Trenton, Philadelphia, Wilmington, Washington, stopping over a train at Baltimore to see the new library at Johns Hopkins university and spending a day at Annapolis on the way back. All but two of the members of the class will be in the party. Visits to the Children's bureau and the Army War College library will be two new features of the trip.

The Vice-director is one of the committee of arrangements for Miss Marie Shedlock's American trip. A course of 10 lectures on story telling has been planned for consecutive Tuesday evenings in New York City. A number of the class have taken course tickets and all will hear Miss Shedlock two or three times at least.

Those who remember Miss Shedlock when she was here nine years ago will be glad to know that she is in good form and more delightful and inspiring than ever. It is to be hoped that librarians all over the country may have the opportunity of hearing her before she returns to England next fall.

Alfred Noyes read from his own poems before the students of Pratt institute on February 18, his selection including several of his recent patriotic poems.

On March 9 Mr Andrew Keogh of the Yale University library lectured before the school on the Problems of college library administration. Miss Mary E. Hall gave her annual lecture on High School library work on March 16.

Miss Anna MacDonald, class of 1908, consulting librarian of the Free library commission at Harrisburg,

Pa., visited the school on Friday, February 19, and talked to the students about commission work. Miss MacDonald came especially to meet the Pennsylvania students, of whom there are seven in the class.

The Library Chapter took part as usual in the annual fair of the Pratt Institute Neighborhood association. The students had charge of the refreshments and the gypsy camp of fortune tellers. About \$50 was raised by their efforts for the Greenpoint Settlement.

Alumni notes

Clara McKee, '12, who has been cataloging at Brown University library, Providence, R. I., for a year and a half, has been appointed to the reference catalog division of the New York public library.

Cards have been received announcing the marriage on February 23 of Leta E. Towner, '12, to Jerry Albert Pierce of Meeker, Colorado.

Jacqueline Noël, '13, has been made first assistant in the reference department of the Tacoma public library.

Frederick L. Davis, '14, has received the appointment of substitute librarian in the High school of commerce in New York.

JOSEPHINE ADAMS RATHBONE,
Vice-director.

Simmons college

One of the features of the library economy course during the month has been the study of special libraries. Each of the class has been assigned the task of visiting and reporting upon one special library, and there have been several lectures on the subject. Miss Ethel Johnson, who has been successful in building up the special library of the Women's Educational and Industrial Union of Boston, spoke in one hour of the meaning of special library work, the characteristics which differentiate it from other types, the qualifications needed for it, and the opportunity in this field. A second hour was devoted to a description of her own special library.

On March 8, Miss Theodora Kimball, librarian of the library of landscape architecture, Harvard university, gave a most graphic account of the very intensive reference work furnished by that library to its clients, work which would cause certain of the debaters at Atlantic to exclaim they were being reduced to helplessness, but which Miss Kimball stoutly defends as legitimate, and tending to produce greater self-help. She also described with stereopticon illustrations, their special collections, and the methods of dealing with them.

Earlier two visits had been made to the library of the Boston Museum of fine arts, on one of which the librarian, Mr Stearns, gave an account of the work of their special field, and spoke of the selection of art books, illustrating from their collection.

On the second visit Miss Turner spoke of the care of photographs.

The whole class is to visit the engineering library of Stone and Webster, where Mr Lee has promised to show them the workings of this most special of libraries.

Several of the staff and a few of the graduates who are especially interested in children's work are indebted to the Women's Educational Union of Boston for an opportunity to be present at their meeting on March 18, when Miss Shedlock spoke on "What storytelling can do for children." The school will also coöperate, by sending its class in work with children, to the lecture to be given by Miss Shedlock in the lecture hall of the Brookline public library on April 16.

At the Atlantic City meeting, Miss Muzzy, Miss Munro, Miss Flagg, and Miss McClelland, of the New York public library, and Miss Geddes, of Bryn Mawr, represented the "old Simmons girls," and Miss Blunt and Miss Donnelly the staff.

The Spring recess occurs March 26-April 5, inclusive this year.

Marie Henderson, '12, has accepted a position at the Waltham public library.

Mabel Hodgkins, '08, has taken charge of the new children's room at the Gloucester (Mass.) public library.

Helen Ingersoll, special, '06-07, has been promoted from the charge of a branch to be supervisor of children's work in the Denver public library.

JANE RICHARDSON DONNELLY.

Syracuse university

The following lectures have been given so far this year before the students of the library school:

Growth of the library system in Chicago, Henry E. Legler, public librarian of Chicago.

Distinctive characteristics of a law library, George N. Cheney, librarian of the State Court of Appeals, Syracuse, N. Y.

Progress of the Rochester public library, William F. Yust, public librarian, Rochester, N. Y.

The art of book reviewing, Paul M. Paine, associate editor of the *Post-Standard*, Syracuse, N. Y.

Alumnae news

Mary Milcox has been made librarian of the State normal school at Mansfield, Pa.

Agnes Mackin is assistant in the Public library at Ames, Iowa.

Edna Brand has joined the staff of the Wells College library at Aurora, N. Y.

E. E. SPERRY,
Director.

Western Reserve university

The open course which began with the second semester, February 8, comprises the regular work of the school, but certain subjects are included during this period that cover a limited time or are more or less detached from major subjects extending through the entire year. Thirteen students registered for this course, in addition to the regular students taking the entire year's work. The course in "The public library and community welfare," and the lectures in Psychology having recently been added to the regular work have served to bring back a number of the graduates of the school for these subjects. Lectures have

been given by the director on "The community welfare," by Mr C. W. Williams, secretary of the Cleveland federation for charity and philanthropy. Professor H. A. Aikins of Western Reserve university is giving the lectures in Psychology. Professor A. S. Root of Oberlin college is arousing the interest and enthusiasm of the students by his course in "The history of the printed book." "The literature of economics" was the subject discussed in the book evaluation course by Professor C. C. Arbutnot of Adelbert college. Professor A. D. Severance has concluded a series of three lectures on "General bibliography."

In connection with the library administration course the students are now making "personally conducted" inspection visits to the branches of the Cleveland public library system and other Cleveland libraries. These visits are scheduled for a half day each week and are in addition to the regular practice work assignments.

Cora Hendee, '14, has become general assistant in the P. M. Musser public library of Muscatine, Iowa.

ALICE S. TYLER,
Director.

Chautauqua library school

The Chautauqua library school will hold its fifteenth annual session July 3 to August 14. Mary E. Downey will be director in charge, assisted by Genevieve Conant, Public library, Brookline, Mass., and Ruth Wallace, Public library, Evansville, Ind.

The school is for librarians and assistants who want to gain a broader conception of library work and an understanding of modern methods and ideals. The course will be a general one, including organization and administration, cataloging, classification, reference work and minor subjects. The work of the staff will be supplemented by special lectures and by the regular Chautauqua program. As the class is limited to the number that can be given satisfactory instruction and supervision early application should be made to Miss Mary E. Downey, 1184 First avenue, Salt Lake City, Utah.

Iowa summer library school

The University of Iowa announces its annual summer library school to be held during the regular summer session at Iowa City. Miss Harriet E. Howe, of the Western Reserve library school, again will act as Director, and the staff will include Miss Julia A. Robinson, secretary of the Iowa library commission; Miss Alma M. Penrose, of the University of Illinois library school, and Miss Grace Shellenberger, children's librarian of the Des Moines public library. The usual "Library week" will be held during the fourth week of the session, to which all library workers of the state are invited; a number of well-known librarians will be on the program. Further information may be obtained by addressing Miss Jennie E. Roberts, University of Iowa, Iowa City, Iowa.

A Library for the Unemployed

Perhaps the most unique contribution of the library to the life of the city during this year was the establishment of a reading room in the Rex theatre for unemployed men which opened the day before Christmas.

This building is situated very centrally on the main business street. It has been crowded to its capacity from the first, the average attendance at any hour being about 150 while frequently as many as 250 men are present.

The reading material consisting of used magazines and books has been supplied by voluntary contributions at no cost to the library. Sets of chess and checkers have been provided and are used a great deal. The men are permitted to smoke and enjoy the privilege. On a recent evening the men held a concert for which kind friends provided a substantial refreshment. The men have been most orderly and appreciative.

This reading room was made possible by the generosity of a great many citizens. Mr J. C. McNeil gave the building free of rent, Mr J. Allen permitted the removal of his furniture from the main floor. The Eau Claire Lumber Co.

supplied free light and the city water, furniture and electric installations while several other citizens gave valuable assistance. As the Library Board had no funds at its disposal, the work could not have been undertaken but for this help. Not the least benefit has been the awakening of public interest to the fact that the library is a vital factor in the life of the community. In this time when unemployment is so rife, such work is necessary and contributes not a little in alleviating distress.

Mr P. Dobbie who has been in charge of this work has been most successful in coping with the unusual problems involved.—*Report of Public library, Calgary, Alberta.*

A Librarian Author

Margaret Widdemer, the author of the "Rose garden husband," a romance of a girl librarian, was herself a librarian in Philadelphia for several years, being a graduate of Drexel '09.

For several years she has been writing poetry. Her poems have appeared in the leading magazines—the December *Century* printed one that was read at the January meeting of the Poetry society. In the February issue of *Poetry* appear four of her poems, that express real feeling and thought and at times in most felicitous phrase.

It is fitting that the library should produce its own authors, and still more so that they should paint library scenes upon the canvas. The truthfulness of Miss Widdemer's reporting is hardly to be questioned.

Those who know her say she is alive to modern currents of thought, and particularly to those that deal with social welfare. "The factories," a poem upon child-labor, was her first published work. "The Net," in *Poetry*, with its pathos and power, should help rouse readers to the protection of hapless girlhood. In Margaret Widdemer there is promise of unusual achievement, and the library world may feel pride in her relation to it and its share in inspiring her first novel.

News from the Field

East

Henry Dunnack, a Methodist minister of Augusta, has been appointed State librarian of Maine, in place of H. C. Prince, who has been in charge of the library.

George P. Winship, under whose guidance the John Carter Brown library of American history at Providence was collected, organized and developed into its present excellent condition, has resigned his position there to become librarian of the Widener collection in the Harvard University library. Mr Winship assumes his new work on May 1.

John A. Lowe has been appointed agent for the Massachusetts public library commission, taking the place of Miss Zaidee Brown who resigned to become librarian of the Long Beach (California) public library. Mr Lowe has been librarian of the Williams College library since the death of Dr Burr in 1911 and was assistant librarian in the Fitchburg public library before going to Williams as assistant. Mr Lowe who is highly recommended by President Garfield, conducted classes in library methods, followed by practical work in Williams College library and has done a good deal of extension work with the small libraries and country schools in Berkshire county which will prove of value in his new position.

The leaders of a large and well organized colony of Armenians in Chelsea, Mass., have been trying to interest their people in the public library of that town. With the help of the librarian, an interesting meeting was arranged by the Armenians on the evening of February 5. A small collection of books in the Armenian language was added to the library. Miss Simpson, the librarian, also secured from the Free public library commission a traveling library in Armenian. When these were ready, the trustees invited the colony to a meeting, at which Mr Garagulian of Watertown, and Dr Torosian addressed the meeting on educa-

tional advantages open to foreigners in this country. Miss Campbell, of the Free public library commission, emphasized the benefits to be derived from the use of the library.

A list of books in Armenian and English was distributed and nearly every book on the list was borrowed before the audience went home. The interest has greatly increased and the experiment has proved not only interesting but profitable for a race, who, up to this time, has made little claim on public libraries.

Central Atlantic

Dr Otto Kinkeldey has been appointed Chief of the music division of the New York public library.

Joanna G. Strange, B. L. S., N. Y. State, '08, has resigned her position as secretary of the Anti-capital Punishment society, New York City, to become assistant in the Documents division of the New York public library.

Elizabeth B. McKnight, Illinois '07, has become librarian of the Bay Ridge Girls' high school of Brooklyn. This is a new institution, and Miss McKnight will develop the library from the beginning. She has been assistant librarian of the Girls' high school of Brooklyn for some time.

Phillis McF. Martin, (A. B., Vassar, '09) and a graduate of Western Reserve University library school, has been appointed reviser in the reference cataloging division of the New York public library. Miss Martin went to New York from the catalog department of the Cleveland public library.

The Public library of Binghamton, N. Y., has recently held two interesting exhibits; one, "Better books of the year," where the original illustrations accompanied many books. Many special invitations were sent to residents of Binghamton and outside librarians. The attendance was about 800. Between 800 and 900 of the 1914 publications made up the exhibit and many choice editions added to the beauty of the collection.

Another exhibit was the handiwork of all nationalities, where 500 articles were lent by 85 exhibitors, representing the handiwork of Hungarians, Bohemians, Slovaks, Roumanians, Armenians, Italians, Japanese, Chinese, Syrians, and Russians. Girls in native costumes were in attendance during the opening hours and the exhibit brought hundreds of foreigners to the library for the first time.

Special effort was made to welcome the visitors and many new borrowers signed the register. The total attendance was 2,200.

Central

Ina May Brown, assistant in the University of Illinois library, resigned her position in February and was married to Donald J. Pickett, February 16.

The annual report of the Public library of Clarinda, Iowa, records a circulation of 21,836, with 7,390 v. on the shelves. The adult fiction formed 56 per cent of the entire circulation.

Raymond L. Walkley, B. L. S., N. Y. State, '13, was granted the official title of assistant librarian of the Minneapolis public library by the Library Board at a meeting held Mar. 8.

Ruth Wallace, N. Y. State, '13-'14, has been given a leave of absence by the Evansville (Ind.) public library to serve as instructor in reference work and library economy at the Chautauqua Assembly summer school, July 3-Aug. 14, 1915.

A gift of \$125,000 has been received from the Carnegie Foundation by the city of Toledo, for the establishment of four branch libraries. In addition, the council has passed a \$30,000 bond issue to enlarge and equip the main library.

Charles B. Galbreath has been appointed State librarian of Ohio to succeed John Henry Newman. Mr Galbreath was formerly State librarian, but through a change in the political administration, he was superseded in

1911. Through another political change he is returned to his former position.

The annual circulation figures for the Public library of Cincinnati record the issuance of books, 1,603,187; pictures, 363,784; lantern slides, 85,930; music rolls, 30,561; total 2,083,462 pieces.

Of these, 776,874 went through the main library, schools and home libraries, and 1,115,578 books went through the branch library department, with 184,658 pictures and 6,352 music rolls.

The twelfth annual report of the Carnegie-Stout free public library shows a total circulation of 103,749 v.; percentage of fiction, adult, 68.2; juvenile, 71; total number of volumes in library, including government documents, 47,777. Income for the year, \$9,449; expenditures \$8,492; expended for books, \$906. A strong plea is made for a much needed increase in appropriation. Collections have been placed in one parochial and seven public schools. Sub-stations for the use of adults have been opened in two of the public school buildings through the coöperation of the school board, an alumni association and interested friends. A Girls' reading club has been organized for girls leaving the juvenile department. Art exhibits and lectures have been held under the auspices of the Dubuque art association.

Instead of the usual "visitors' night" at the St. Louis public library, an afternoon tea was given in the children's room on the afternoon of February 16, to which the members of women's clubs throughout the city were especially invited. It was hoped in this way to attract the attention of club women to the work of the children's department, to give them an opportunity of seeing it in actual operation and to present them to the newly appointed supervisor of work with children, Miss Alice Hazeltine. A choice collection of children's books in fine editions was on exhibition, and souvenir bookmarks bearing an annotated list of books about children's

reading and story-telling were presented to the guests. The affair was in charge of a reception committee consisting of Mrs Ernest R. Kroeger, ex-president of the Wednesday club; Mrs George Oliver Carpenter, Jr., formerly in charge of work with children in the library; Miss Katherine T. Moody, chief of the reference department; Mrs Harriet P. Sawyer, chief of the instruction department, and two branch librarians, Miss Lillian Griggs of the Barr branch and Miss Margery Quigley of the Divoll branch.

Branch librarians and children's librarians from the various branches were asked to assist, with the expectation that the knowledge gained might aid in unifying the work throughout the library and in forming connections with cognate effort in other city institutions.

Miss Minnie M. Oakley died in Los Angeles, Cal., on Sunday, February 28, after a long illness. Miss Oakley had been for many years head cataloger of the library of the Wisconsin State historical society, Madison, which position she resigned in 1909 to become chief cataloger of the Seattle public library. In 1911, she was appointed to the staff of the Los Angeles public library as superintendent of branches, and in the autumn of 1912 she resigned to go abroad for an eight months' trip. Soon after her return from Europe, in the summer of 1913, she accepted a temporary appointment at the University of Syracuse library, but her health was already affected and a few months later saw the beginning of slow but progressive spinal paralysis. She was able to return to Los Angeles in the autumn of 1914, but grew steadily weaker after the journey. During her connection with the Wisconsin State historical society, Miss Oakley served for several years as secretary of the National association of state librarians, having charge of the compilation and editing of its annual proceedings. She was a member of the American library association from 1886 to 1912. Her beautiful and gracious presence and the sweetness and selflessness of her nature made her loved by

many; and she was always an influence for good in the profession she loved and to which she gave such long and conscientious service.

South

Cornelia Notz, for some time librarian of the Public library of San Antonio, Texas, has resigned. Her successor has not yet been appointed.

The library of the State normal school at Warrensburg, Mo., was destroyed by fire the second week in March. Not a record nor a book was left except those in circulation.

Mrs Philip L. Allen, B. L. S., N. Y. State, '11, has resigned the librarianship of the John B. Stetson University library, De Land, Fla., to become bibliographical assistant in the Milwaukee public library.

Miss Bertha L. Guntermann, who has been connected with the Order and accession department of the Public library of Louisville, Ky., since October, 1907, has been made head of the department.

A branch of the Carnegie library of Nashville was opened February 11, with appropriate ceremonies. The library cost \$30,000, \$25,000 of which was a gift from Andrew Carnegie.

Elise M. Vitz has been appointed a member of the staff of the Public library of Louisville, Ky., in the accession department. Miss Vitz was in the training class of 1913 and has been doing substitute work in the library for the past year.

Mrs Rachel D. Harris, who has charge of the children's work in connection with the colored libraries and schools in Louisville, will read a paper on "Story telling for children," at the meeting of the National education association for teachers in colored schools at Cincinnati July 28-August 1.

A law has been passed by the legislature of New Mexico whereby the appointment of the State librarian and

the management of the State library are taken out of the hands of the governor and placed in the control of the Supreme Court as a library commission.

West

Miss Margaret O'Brien, for 28 years connected with the Public library of Omaha, died in Seattle February 21, following an operation for appendicitis.

Miss Verne Bowles, N. Y. S. L. S., '14, has become cataloger of the library of the State normal school, Emporia, Kans. Miss Bowles succeeds Margaret Dick, N. Y. S. L. A., '12-'13, who resigned and was married on February 5 to Alfred Keator of the Public library of Minneapolis.

Kansas has 138 public libraries and 39 college and institution libraries, or a total of 177, according to a list of Kansas libraries just published by the library of the State normal school at Emporia. The list includes no public school libraries and no private or society libraries. At least 20 of these libraries have been established within the last year.

The annual report of the Public library of Denver for 1914 records 10,766 v. purchased, and 1,585 books added by gift, making a total of 167,020 v. in the library.

The adult circulation was 428,006 v., and juvenile 219,705. There were 17,484 new cards issued during 1914. Fiction represented 42 per cent of the total circulation, non-fiction 24 per cent, juvenile books one-third.

The introduction of an efficiency list designed to give a record of the work done by each employe of the library was an advantage to the service.

Pacific coast

Elizabeth Lowry, N. Y. State, '12-'13, is temporarily in charge of the A. L. A. exhibit at San Francisco.

Edward Gillingham, who preceded the late Miss Hawley as librarian of the Supreme court of Oregon, has been appointed her successor.

Miss Cornelia Marvin, state librarian

of Oregon, will have a leave of absence for five months beginning April 15 and will take a well-deserved rest with friends "back East." Miss Maude McPherson, for several years assistant state librarian of Washington, will assume the duties of acting state librarian of Oregon during Miss Marvin's absence.

The Carnegie public library at Tacoma, Wash., has created a documents division which will be under the direction of Sadie Lindsay, formerly first assistant in the reference department. Miss Lindsay has prepared a card index to the public documents issued since the publication of the check list in 1909.

The state legislature of Oregon, in its recent session, amended the law relating to county libraries, removing the limit of 50,000 population for counties which may build library buildings, and also removing the limit of time during which the taxes shall be paid.

A bill was also passed for the erection of library buildings in counties having less than 50,000 population.

The law regarding the State library was changed in that the one continuing fund was abolished and the same appropriation made annually. The provision for a biennial report from the State library was also repealed.

The state printing laws were changed so that every department must now pay for its own publications. This will affect somewhat the exchange of documents, but not to any troublesome extent.

The report of the Oregon state library records 87,638 v. on the shelf; 42,000 of them being in the document collection and the others in the lending collections in the 557 distributing stations through which the books are re-loaned to the people of the state.

Of these distributing points, 312 are regular traveling library stations; 45 are public libraries, and 201 are other centers through which groups of books are lent to clubs, associations, high schools, farmers and others.

Aside from these branches, there is an active and increasing mail order business from the library, over 1,200 people using the library directly by mail. There were 64,176 v. used, a gain of 20,000 since the last report. There were 23,675 v. added to the library.

The state library serves the state: as a lending library and for traveling libraries, it contains the state document and legislative collection; is the center of the state school library work, serving 2,300 districts by book selection and buying; for advisory help to the public libraries of the state, and attends to the exchange system for the state of Oregon with other states.

The library does not try to increase the number of individual borrowers from counties which are served by public libraries, but tries to serve directly all those who do not have access to any other library.

The cost of the library for the year was \$17,700; \$9,000 for the Oregon library commission; \$7,500 book fund and \$1,200 for current expenses. The cost of the library is 1.9 on each \$1,000 of the assessed valuation of the state.

Canada

The second annual report of the Public library of Moose Jaw, Sask., records the number of books on the shelves, 8,860; number of borrowers, 5,145; circulation for home use, 99,248.

A falling off in the number of juvenile books lent is recorded. This department is without an assistant.

A display of school work was held in one of the rooms of the building during the year.

The fourth annual report of the Public library of Calgary, Alta., gives the following statistics: population of Calgary, 75,000; number of volumes in the library, 22,957; registered borrowers, 18,571; per cent of population, 24.7; volumes issued for home use, 221,616; circulation per capita, 2.9; expenditure for salaries, \$13,750; expenditure for books, \$4,459; total expenditure, \$23,251; per capita tax levy, 33c.

The school board turned over to the

library all its school libraries, which were repaired and loaned to 33 teachers applying for them. New books are added from time to time and there is the heartiest coöperation between the school superintendent and the library.

Foreign

The report from the Public library of New South Wales for 1913 (printed July 1914), shows an attendance of 181,172 in the reference library.

During the year 183 boxes, containing 8,709 v., were sent to 98 country centers; 43 boxes, containing 1,543 v., to 25 light houses; 80 boxes, containing 2,980 v., to 43 branches of the Public school teachers' association, and 658 parcels, containing 1,137 v., to individual borrowers in the country. Little difficulty was experienced in getting the volumes returned on the due date, and only one volume was lost.

The need for the progress of the new building which has been under plan and building for nine years, was strongly emphasized. The trustees are convinced that the library building, if erected according to the old plan, would now be so inadequate that in five years' time it would not meet the requirements of that time.

U. S. Civil Service Examination

An examination for scientific assistant in library science will be held by the United States civil service commission, April 14-15, in various places throughout the country. The examination is open to both men and women, and further information may be obtained by addressing the United States civil service commission at Washington, D. C., in time to arrange for the examination, at the place selected by the applicant.

"Will you have these books bound in Russia or Morocco, sir?" asked the dealer.

"But why," said the patron of literature, "can't you have 'em bound right here in Pittsburgh?"—Selected.